

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

Name of Principal Mrs. Francine Gratt

Official School Name Wolford Elementary

School Mailing Address 6951 Berkshire Road
 McKinney TX 75070-2350

County Collin School Code Number 043907116

Telephone (469) 742-4700 Fax (469) 742-4701

Website/URL www.mckinneyisd.net/Campuses/school_websites/wolford E-mail fgratt@mckinneyisd.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent Mr. Tom Crowe

District Name McKinney Independent School District Tel. (469) 742-4000

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. GERALYN KEVER

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.

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

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 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 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 1999 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

DISTRICT

1. Number of schools in the district: 17 Elementary schools
 4 Middle schools
 2 High schools
 2 Other (Alternative School Campuses)
 25 TOTAL
2. District Per Pupil Expenditure: \$6,659
- Average State Per Pupil Expenditure: \$8,916

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. 1 Number of years the principal has been in her/his position at this school.
3 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			
K	53	54	107	8			
1	45	66	111	9			
2	61	52	113	10			
3	54	76	130	11			
4	35	53	88	12			
5	48	47	95	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							644

Data as of our state snapshot date on October 28, 2005.

6. Racial/ethnic composition of the students in the school:
- 88 % White
4 % Black or African American
4 % Hispanic or Latino
3 % Asian/Pacific Islander
<1 % American Indian/Alaskan Native
>99% Total

7. Student turnover, or mobility rate, during the past year: 6 %

(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.	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	650
(5)	Subtotal in row (3) divided by total in row (4)	.0646153
(6)	Amount in row (5) multiplied by 100	6.46

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

Number of languages represented: 7

Specify languages: Spanish, Korean, German, Indonesian, Mandarin Chinese, Urdu, Other Lang.

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 20

10. Students receiving special education services: 10%
63 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>4</u> Autism | <u>2</u> Emotional Disturbance |
| <u> </u> Deafness | <u>1</u> Orthopedic Impairment |
| <u> </u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>1</u> Hearing Impairment | <u>16</u> Specific Learning Disability |
| <u> </u> Mental Retardation | <u>29</u> Speech or Language Impairment |
| <u> </u> Multiple Disabilities | <u> </u> Traumatic Brain Injury |
| | <u> </u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>35</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>46</u>	<u>5</u>

12. Average school student-“classroom teacher” ratio: 17:1
 13. Attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	94%	96%	94%	94%	95%
Teacher turnover rate	19%	13%	28%	NA	NA

PART III – SUMMARY

Wolford Elementary is located in the McKinney Independent School District (MISD) in McKinney, Texas. McKinney is one of the fastest growing school districts located north of Dallas, Texas. Named after Earl and Lottie Wolford, longtime McKinney educators, the school has a history of academic excellence for six years. Our school is located within the Stonebridge Ranch community and is situated in a neighborhood-planned environment of homes. Currently, our campus serves 644 students in grades K-5. This year’s theme is “Wolford.... A Tradition of Excellence.”

Wolford’s goal is to provide the strongest educational opportunities for every student. However, making personal connections with our students and encouraging the “heart” is equally important. When our teachers encourage the “heart” they are making personal connections with our students. Making these connections allow special relationships to develop between the child and teacher and is one key factor to achieving excellence and success in our school community. As our educators bond with their students, these connections help foster mutual respect where children understand that the adults in our school care deeply for every child. In our learning community, our staff ensures a successful learning experience for all students by embracing individual student needs. Wolford educators also strive to provide an integrated, relevant curriculum, which focuses on real-life, inquiry based instruction utilizing higher-order thinking skills. Student work is displayed throughout our school, emphasizing and valuing the importance of “student thinking patterns.” An integrated curriculum extends into the physical education, art, and music classrooms and students have reflective journals in their classrooms to extend and record their thoughts.

The vision of Wolford Elementary is to ensure success for every student through the purposeful teamwork of all community members. Within a safe and accepting learning environment, teachers plan for, teach, and assess each student by engaging them in meaningful and connected learning experiences. Each child will have the knowledge, problem-solving skills, and the resiliency necessary for a strong foundation of lifelong learning.

Within our school a highly motivating and challenging curriculum is offered, with a main focus upon mutual respect for every member of our school community. Students follow the Core Essential Values program, which encompasses life skills and values. Our Wolford Agreements follow the TRIBES philosophy: mutual respect, no put-downs, and attentive listening. In a nurturing and family-oriented environment, students not only have an opportunity to grow academically, but also they learn to be caring and cooperative students of the future. The foundation of shared purpose among teachers, parents, and community members encourages collaborative decision-making and innovative instruction for the benefit of all children.

Our school is an alliance of parents, staff, and students, which strives to assist others in need. Our PTA is extremely active, having logged approximately 4,470 volunteer hours last year in our classrooms, library, workroom and office. Reaching out to others via our community service project, all students collect and donate needed supplies supporting the Samaritan Inn. Our PTA also spearheaded relief efforts with the recent hurricane disasters. The Katrina Book Drive benefited the students of Benjamin Franklin Elementary School in New Orleans. Additionally numerous truckloads of donated clothing, diapers, books, and water were also provided to hurricane victims.

The staff and parents at Wolford Elementary believe that the responsibility to ensure student success rests with each of us and feel that collaboration and teamwork are the keys to success. The beliefs about student achievement and learning are anchored in our outstanding curriculum, our district's academic objectives and assessment measures, and in our student recognition and intervention programs that are offered for each student at Wolford. Students at Wolford are important and together we work hard each and everyday to provide the best for our children. We are fortunate to have teachers, staff, students, and parents who all work together in a partnership to create the best learning environment for all of our students. This partnership is what helps us be the BEST that we can BE!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The state's criterion-referenced assessments, the Texas Assessment of Knowledge and Skills (TAKS), are aligned with the state's curriculum, the Texas Essential Knowledge and Skills (TEKS). This means that the objectives and student expectations on the annual assessments in reading and math measure the depth and breadth of student achievement according to the state's curriculum. The TEKS are also aligned with the National Standards and the federal requirements of the No Child Left Behind legislation. According to the Texas Education Agency, "TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each grade level." This test "reflects good educational practice to more accurately measure student learning."

The children can Meet the Standard on TAKS or with exceptional performance, some may earn Commended Performance. Meeting the Standard represents satisfactory academic achievement at a level that is at or above the state passing standard. Students in this category can be assumed to have a

sufficient understanding of the TEKS. Earning Commended Performance represents high academic achievement, which means that students scored 90% or more on the assessment. Students in this category can be assumed to have mastered the TEKS in either reading or math.

Since 2002-2003, Wolford students have performed exceptionally well on these standardized assessments. Our third, fourth, and fifth grade students have met the standards on the reading TAKS at the level of 96-100%, while also scoring 97-100% on the math TAKS. The TAKS is a much more rigorous, challenging assessment than all previous state assessments given in Texas. We are very proud of the fact that our students and their teachers have collaborated in meeting and exceeding this challenge.

Information about the Texas Accountability System can be found at:

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

A major goal every year at Wolford Elementary is to increase the number of students who truly master the curriculum by receiving Commended Performance on the TAKS. This is a difficult goal considering the fact that children can only answer two or three questions incorrectly on any of the assessments. Commended Performance levels for the past three years in the area of reading ranged from 40-73% in grades three through five. Our Commended Performance levels in math ranged from 22-77% in grades three through five. We are proud of the growth our students have experienced in this area and our entire staff will continue to strive to meet the goal that every student achieve at the Commended Performance level, demonstrating a deep knowledge and application of the TEKS.

While we do not have many students in each of our subgroups, we have worked hard to ensure that our Hispanic, African American, Economically Disadvantaged, Limited English Proficient, and Special Education students score at a level that is equal to or higher than our overall population on all state assessments. Our vision states that we will ensure the success of every student and we measure all student data to make certain that we are living up to that goal. We are very proud of our student achievement at Wolford and recognize that these scores are a result of high-level teamwork among our students, parents and all staff members. The Wolford Team will continue to provide all students a challenging, high quality education that leads to success for all.

2. Using Assessment Results

Wolford Elementary is a data-driven campus. At the beginning and end of every year, our teachers look at the data of the students they will be receiving from the previous grade level to determine their plan of action for the coming year.

Our district provides benchmark assessments in reading, math, and science at the end of every nine-week grading period in grades three through five. Our teachers in kindergarten through second grade administer the Texas Primary Reading Inventory (TPRI) and the Developmental Reading Assessment (DRA) at the beginning, middle, and end of the school year. The week immediately following these assessments, our administrative team meets with each grade level team to analyze their student data. During these meetings we collaborate to identify objectives on which students did very well, but more importantly objectives that our students did not master at a high level. We also identify students who are achieving at a high level and those who are not experiencing the success of which we think they are capable and are in need of some intervention.

During these data meetings our teams design plans of action and strategies they will use to re-teach the objectives students did not master on the nine-week assessments. We also develop individual intervention plans for those students who are experiencing limited success. Interventions include classroom-guided lessons, independent practice, in-school and after-school tutoring, peer tutoring,

computer-assisted sequential lessons, and parent-child home practice and enrichment.

Teachers meet weekly to develop assessments that are aligned to the curriculum and they assess students to ensure mastery of content. We work diligently to make certain that the tested curriculum is deeply aligned with the written and taught curriculum. As the staff and administration analyze student data, interventions are put into place, which focus on student areas of need. As various assessments are administered, close attention is paid to student progress. Item-analysis of data allows our staff to identify concept objectives in need of remediation. Modifications are made, as needed, to fine tune interventions to ensure success for each student.

3. Communicating Assessment Results

Wolford Elementary works hard to celebrate the success of its students and to make sure their parents and the rest of the community are involved in that celebration. In the classroom, teachers post their students' work all over the walls so that everyone sees the progress each student is making. The hallways are also full of work samples from our students in grades kindergarten through five. Our art teacher does an incredible job of hanging student artwork throughout the building. Our students have a strong sense of pride in their work and the work of their fellow classmates.

Teachers conference daily with their students to give good feedback to them regarding their progress in all academic areas and to help them set goals and develop plans for their own success. Parents are informed immediately when it becomes apparent that their child is struggling and they are brought into the equation for success. Notification also occurs when their child exhibits success. Communication can be face-to-face, via conferences, notes that are sent home, phone calls, e-mail, or in daily take home folders. Parents are informed of their child's progress at the middle and end of each marking period through our standards based progress report and report card. At the end of May, every parent receives their child's TAKS results for each subject. Frequent, clear, and timely communication is vital between the home and the school.

Every Friday, live TV announcements recognize many students for their academic and social success. Every teacher has at least one student that is recognized each week for academic success and for being a model citizen. An all-school assembly on the last Friday of every month, called "Friday Live," recognizes our students for their hard work and success. This motivates our students and helps create an atmosphere where success breeds success.

4. Sharing Success

In McKinney ISD, the central office staff provide monthly opportunities for principals to look at each other's data and collaborate on the best practices used that help our students be successful. Our schools are also organized by "workgroups," based on demographics that are common to our schools. Principals of the schools in each workgroup meet at least once a month to collaborate and discuss best practices and areas of concern. The principals in each workgroup develop opportunities before, after, and during school for all of our teachers to plan together and to observe each other teach. These workgroups are also collaborative in their efforts to provide meaningful professional development, based on data and identified student and teacher needs. Students benefit greatly from all of this collaboration.

All grade level teachers are also part of district-wide cadres in each core subject area. These cadres are led by the district content specialist in each subject and meet once a month to share student success and collaborate on best practices. It is the responsibility of teachers to bring what they learn back to their campus to share in weekly grade level team meetings. No matter what campus you are on in McKinney ISD, students benefit from the knowledge of many adults. Wolford teachers are recognized throughout

the district as being leaders and innovators on this highly-functioning team.

Wolford has traditionally been a school that hosts many teachers from all over the Metroplex because of its dedication to high standards, best practices, and the use of a balanced literacy approach to teach students how to read and write. Our teachers enjoy meeting with teachers from other districts to share students' success stories and inevitably learn from that exchange of ideas.

Wolford is dedicated to teamwork at the highest level, as stated in our vision. We understand that children are the real winners when adults who are responsible for their success collaborate to ensure that every child experiences that success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Wolford Elementary School utilizes the state curriculum standards called the Texas Essential Knowledge and Skills (TEKS) and follows the curriculum frameworks in place for McKinney Independent School District. At Wolford, there has been significant work on aligning the curriculum vertically, ensuring that students have consistency in what is taught from kindergarten through fifth grade. Our lower-grade classrooms have been designed to allow for integration of the core subject areas of language arts, math, science, and social studies in thematic study units. Students in the upper grades are teamed with teachers who focus on clustered content areas, to allow for laser-focused instruction on the state objectives or above the student expectation of the TEKS. Vertical curriculum teams meet to review and analyze the results of their instruction and use that data in planning instruction for the students. At Wolford, every opportunity to integrate student learning is utilized, and the support of our specials team is vital to this success.

Co-curricular pull-out programs at Wolford include art, music, and physical education, and those teachers study the objectives, instructional methods, and data right along with our general education teachers. All core subjects are then incorporated into those content areas, helping some of our most fragile learners reach success in these very safe learning environments. Some examples of this support include geometry in art, patterning in music, and a focus on basic math facts in the physical education classes.

Art education, based on the national standards for Discipline Based Art Education, encompasses art history, production, criticism, and aesthetics. Students begin with a concept from areas such as science, math, history, literature, or the world of art. Students then plan and produce original works of art using a wide-variety of media. Reflective writing and group critiques help students develop self-assessment skills and help them continuously improve their ideas and art production.

Reading at Wolford is taught through a balanced literacy approach. Instead of daily whole group instruction, small groups and a one-on-one format are used to focus instruction for the individual needs of each student. A similar approach is used to teach math, with problem solving intertwined with all other objectives to promote higher-level thinking skills. Writing and language arts are not taught in isolation, but integrated into real life activities and across the curriculum in all other subjects through draft writing, journaling, and learning responses. Science has been a major focus at Wolford school-wide, with the addition of a science lab and the integration of the Full Option Science System into our hands-on and experiential instruction of the science objectives. The Wolford Outdoor Learning Center is a hands-on

environmental science center. Funded through grant money and matching funds from the PTA, the center gives students the chance to explore native plants, track butterflies, plant their own gardens, observe the water cycle, and categorize rocks. Social studies objectives are based around students' discovery of their place in their world, beginning in kindergarten with their community and progressing through fifth grade with the study of our country and its significant achievements. Our educational programs teach students skills that help them learn about their world and themselves in a way that supports the Wolford vision statement of "...providing for a strong foundation for life long learning."

2. Reading

Reading is considered to be fundamental to all learning at Wolford and teachers focus on the student success in this subject with great tenacity. Early grades use a comprehensive balanced literacy approach to reach the diverse set of learners who come through the doors each year. The integration of reading, writing, language skills, communication skills, fluency, phonics, and spelling is fundamental in helping our emerging and developing readers reach high levels of achievement. The balanced literacy classroom is research based and highly effective when these best practices are implemented, beginning in kindergarten. Our teachers use many models of individualized assessments to know the strengths and challenges each student has in the area of reading, including monitoring notebooks at the TEKS level, ongoing running records, administering developmental reading assessments and the integration of our statewide assessment called the Texas Primary Reading Inventory. Data gathered through these assessments help drive the daily instruction of reading. Guided groups are used to focus on individual skills and objectives, and those groups meet often and are quite fluid. We use a "to, with, and by" model for our learners. This comprehensive balanced literacy framework is an instructional approach designed to meet the differing needs of all learners in the classroom by teacher modeling, teacher and students working together, and independent student reading.

As our students reach that independent level of reading, our teachers work to move them from the concrete to abstract, as it relates to ideas and information from text. The guided group standard is continued through the upper grades, and much small group instruction takes place to differentiate for all learners. Students spend a great deal of time within the content area, focusing on main idea, characterization, cause and effect, author's purpose, sequencing of story events, and learning to represent textual information by using a variety of graphic organizers and thinking maps to make text to text, self, and world connections. Teachers lead students to go beyond the "obvious" information in the text, and focus on those things that require higher level thinking skills, such as inferencing and predicting information.

3. Mathematics

"Within a safe and accepting learning environment, teachers will plan for, teach, and assess each student by engaging them in meaningful and connected learning experiences." These words are taken directly from the Wolford vision statement, and speak to the way that math is taught throughout the building in all grades and in all instructional environments. A great deal of time and energy has been spent aligning our math curriculum from kindergarten through fifth grade. The TEKS and our district curriculum continue to be the framework which spells out when objectives should be taught to maximize student learning throughout the year. Staff members have vertically aligned the vocabulary taught, the manipulatives used, the problem solving techniques introduced, and the developmentally appropriate assessments necessary for ensuring that students gain the maximum benefit from our instruction. Problem solving is the primary vehicle used to reinforce all other fundamental math skills, and teachers spend most of their instruction teaching students at the highest levels of Bloom's Taxonomy in order to

learn about their students' thinking and approach to problem solving and skill integration. Proving the solution to a problem is as important as getting the answer correct. Brain research has shown that student learning is increased when new information is taught in relation to previous experiences, and Wolford teachers make this a priority in planning, teaching, and assessing students at the highest levels of student expectation of the TEKS. Teachers maintain a great balance of teaching in concrete, abstract, and conceptual terms, and are consistently assessing and evaluating student progress in learning and adjusting instruction to meet the diverse needs of the students.

4. Instructional Methods

No two classrooms are alike, and at any given time, teachers are using a variety of research-based instructional best practices to meet the diverse needs of the learners in their classrooms. Because our teachers focus on learning what students know, plus what they do not know, and then plan for that difference, there is a multitude of ways that our curriculum and instruction are addressed with students. It is very exciting to walk into a classroom and see a variety of strategies used within a lesson, and this is the norm at Wolford Elementary. The “to, with and by” method of introducing new learning to students is in use each day, as teachers help students take new information and internalize and own their own learning. During the “read-to,” the teacher reads and talks aloud to the children demonstrating an understanding of the process and strategies readers use to construct meaning. When “reading-with” the teacher reads the text aloud and the children join in. The teacher models the use of phonics, grammar, and meaning, demonstrating the skills readers use to understand text. Independent reading skills are practiced during the “read-by,” when the children self-select reading material easy enough to read and understand without assistance. This allows the learners the opportunity to use new skills as well as to hone previously learned skills. This balanced approach to learning allows for the gradual release of responsibility from the teacher to the student. Student thinking is recorded and displayed in the classrooms. The walls of the rooms tell the story of the instruction going on in that particular classroom. Teachers circulate throughout the classroom, pulling small groups and/or individual students to work on a specific skill or objective. Much attention has been paid to setting up our classroom environment to allow for a diverse set of instructional methods to happen concurrently. This is designed to permit the teacher to differentiate the methods and objectives that are being taught at any particular time in the day.

5. Professional Development

The staff of Wolford Elementary works diligently to use data to drive instruction and learning for students in the classroom each day. That model is used to design the professional development for teachers as well. Although Wolford has experienced many achievements in student learning since its inception, our school is never satisfied with the successes to date. We are consistently looking for new ways to improve the delivery of instruction and build on the successes of the past. Capacity building has been a strong focus in all of our professional development activities, spreading the individual successes out to the faculty as a whole. The Campus Improvement Plan is the foundation for professional development for Wolford, and the data used represents the map that is followed in preparing for the implementation of that plan. Not only are there specific days set aside for the sole purpose of teacher learning, but faculty meetings are used to pull threads from those opportunities and revisit concepts introduced as well as the successes and/or challenges teachers are facing as they work in a continuous improvement model. Our team leaders spend time looking at areas of challenge for the school, then work to develop strategies for meeting these challenges on their individual teams. Item-analysis of data to ensure that each student achieves their full potential is something Wolford teachers do well, and their willingness to look for the areas that need improvement and then find solutions to those challenges make the staff a unique community of learners. Focus on professional development for our staff also occurs.

Staff members seek advanced studies and additional certifications to enhance their professional growth. Our Wolford staff desires to learn and grow and are life-long learners who set a positive role model for our students and community.

Texas Grade 3 Reading Criterion-Referenced Test

Subject: Reading Grade: 3

Test: Texas Assessment of Knowledge and Skills-TAKS

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	99	98
% At Commended Performance	73	63	56
Number of students tested	85	115	109
Percent of total students tested	94	95	95
Number of students alternatively assessed	**	**	**
Percent of students alternatively assessed	**	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	>99	99	99
% At Commended Performance	78	64	58
Number of Students Tested	80	100	100
4. Hispanic			
% At or Above Met Standard	*	>99	80
% At Commended Performance	*	40	20
Number of Students Tested	*	*	*

*An asterisk indicates results are masked due to small numbers to protect student confidentiality.

**Beginning in 2005 the State Developed Alternative Assessment II (SDAA II) was administered to special education students in Texas who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS), but, for whom, Texas Assessment of Knowledge and Skills (TAKS) is not an appropriate measure of their academic progress.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <1% is shown.

Texas Grade 4 Reading Criterion-Referenced Test

Subject: Reading Grade: 4

Test: Texas Assessment of Knowledge and Skills-TAKS

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	99	>99	99
% At Commended Performance	49	43	41
Number of students tested	97	107	98
Percent of total students tested	>99	98	>99
Number of students alternatively assessed	**	**	**
Percent of students alternatively assessed	**	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	99	>99	>99
% At Commended Performance	51	44	45
Number of Students Tested	89	99	87
4. Hispanic			
% At or Above Met Standard	*	>99	86
% At Commended Performance	*	20	<1
Number of Students Tested	*	*	*

*An asterisk indicates results are masked due to small numbers to protect student confidentiality.

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Texas Grade 5 Reading Criterion-Referenced Test

Subject: Reading Grade: 5

Test: Texas Assessment of Knowledge and Skills-TAKS

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	99	98	99
% At Commended Performance	50	58	40
Number of students tested	103	106	85
Percent of total students tested	96	>99	99
Number of students alternatively assessed	**	**	**
Percent of students alternatively assessed	**	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	96	98	99
% At Commended Performance	53	61	43
Number of Students Tested	94	94	74
4. Hispanic			
% At or Above Met Standard	>99	>99	>99
% At Commended Performance	33	43	17
Number of Students Tested	*	*	*

*An asterisk indicates results are masked due to small numbers to protect student confidentiality.

**Beginning in 2005 the State Developed Alternative Assessment II (SDAA II) was administered to special education students in Texas who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS), but, for whom, Texas Assessment of Knowledge and Skills (TAKS) is not an appropriate measure of their academic progress.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <1% is shown.

Texas Grade 3 Mathematics Criterion-Referenced Test

Subject: Mathematics Grade: 3

Test: Texas Assessment of Knowledge and Skills-TAKS

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	98	98	>99
% At Commended Performance	51	59	42
Number of students tested	84	116	113
Percent of total students tested	>99	>99	99
Number of students alternatively assessed	**	**	**
Percent of students alternatively assessed	**	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	97	98	>99
% At Commended Performance	54	60	41
Number of Students Tested	79	101	104
4. Hispanic			
% At or Above Met Standard	*	>99	>99
% At Commended Performance	*	20	20
Number of Students Tested	*	*	*

*An asterisk indicates results are masked due to small numbers to protect student confidentiality.

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>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <1% is shown.

Texas Grade 4 Mathematics Criterion-Referenced Test

Subject: Mathematics Grade: 4

Test: Texas Assessment of Knowledge and Skills-TAKS

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	99	99
% At Commended Performance	69	57	22
Number of students tested	98	109	103
Percent of total students tested	>99	98	>99
Number of students alternatively assessed	**	**	**
Percent of students alternatively assessed	**	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	>99	99	>99
% At Commended Performance	68	59	25
Number of Students Tested	90	101	92
4. Hispanic			
% At or Above Met Standard	*	>99	86
% At Commended Performance	*	20	<1
Number of Students Tested	*	*	*

*An asterisk indicates results are masked due to small numbers to protect student confidentiality.

**Beginning in 2005 the State Developed Alternative Assessment II (SDAA II) was administered to special education students in Texas who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS), but, for whom, Texas Assessment of Knowledge and Skills (TAKS) is not an appropriate measure of their academic progress.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <1% is shown.

Texas Grade 5 Mathematics Criterion – Referenced Test

Subject: Mathematics Grade: 5

Test: Texas Assessment of Knowledge and Skills-TAKS

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	97	99
% At Commended Performance	77	56	54
Number of students tested	104	107	87
Percent of total students tested	97	>99	99
Number of students alternatively assessed	**	**	**
Percent of students alternatively assessed	**	**	**
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	*	*	*
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	*	*	*
3. White			
% At or Above Met Standard	>99	97	99
% At Commended Performance	79	59	55
Number of Students Tested	95	97	75
4. Hispanic			
% At or Above Met Standard	>99	100	>99
% At Commended Performance	50	17	57
Number of Students Tested	*	*	*

*An asterisk indicates results are masked due to small numbers to protect student confidentiality.

**Beginning in 2005 the State Developed Alternative Assessment II (SDAA II) was administered to special education students in Texas who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS), but, for whom, Texas Assessment of Knowledge and Skills (TAKS) is not an appropriate measure of their academic progress.

>99%: When all students have the same result (for example, either all passing or all failing), revealing that 100 percent of the students passed or 0 passed has been deemed to violate the privacy of all students tested in that the result for every student tested is known. In cases where TAKS and SDAA II results are 100 percent, then the expression >99% is shown. In cases where TAKS and SDAA II are 0 percent, then <1% is shown.