

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

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

School Mailing Address 1900 E. Collins Blvd.
(If address is P.O. Box, also include street address)

Richardson Texas 75081-2103
City State Zip Code+4 (9 digits total)

County Dallas State School Code Number* 057916-131

Telephone (469) 593-8300 Fax (469) 593-8362

Website/URL http://www.risd.org/schools/yale/index.htm E-mail philip.bates@risd.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* Mr. Jim Nelson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richardson Independent School District Tel. (469) 593-0000

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. Luke Davis
(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 for Civil Rights (OCR) requirements is true and correct.

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

1. Number of schools in the district: 41 Elementary schools
 0 Middle schools
 9 Junior high schools
 4 High schools
 2 Other

 56 TOTAL

2. District Per Pupil Expenditure: \$7,664

 Average State Per Pupil Expenditure: \$8,916

5. 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.

 7 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				7			
K	34	28	62	8			
1	53	34	87	9			
2	41	37	78	10			
3	29	48	77	11			
4	44	40	84	12			
5	43	35	78	Other			
6	50	37	87				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							553

6. Racial/ethnic composition of the students in the school:
- 57% White
 - 17% Black or African American
 - 15% Hispanic or Latino
 - 10% Asian/Pacific Islander
 - 1% American Indian/Alaskan Native
 - 100% Total**

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

7. Student turnover, or mobility rate, during the past year: 5%

[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.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1	495
(5)	Total transferred students in row (3) divided by total students in row (4)	.050
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 9 %
51 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: English, Spanish, Vietnamese, Laotian, Korean, Japanese

9. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 144

10. Students receiving special education services: 10%
59 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8</u> Specific Learning Disability
<u> 4</u> Emotional Disturbance	<u> 24</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 17</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2</u>	<u> </u>
Classroom teachers	<u> 25</u>	<u> </u>
Special resource teachers/specialists	<u> 14</u>	<u> 2</u>
Paraprofessionals	<u> 3</u>	<u> </u>
Support staff	<u> 4</u>	<u> 2</u>
Total number	<u> 48</u>	<u> 4</u>

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

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
<i>Daily teacher attendance</i>	95%	94%	95%	95%	NA%
<i>Teacher turnover rate</i>	19%	17%	14%	14%	8%

PART III - SUMMARY

Nestled in northeast Richardson, Texas, Yale Elementary School has been serving its students for the past 32 years. Yale is one of 41 elementary schools and one of 55 total schools in the Richardson Independent School District (RISD). Yale's mission, developed by school staff, parents, and community members, is to build the foundation for all students to develop life-long skills and enthusiasm for learning.

In Yale's early days, the school served a population of predominately Anglo students. As the years have passed, and Richardson Independent School District has become more urban in character, Yale Elementary has begun serving a more diverse student body: 10 percent Asian, 16 percent African American, 16 percent Hispanic, and 58 percent Anglo. Twenty-six percent of our students are considered economically disadvantaged, and nine percent of our students are enrolled in the English as a Second Language program. During the 2005-06 school year, Yale experienced an influx of 37 students who were relocated due to hurricanes Katrina and Rita. In spite of the changing student population, Yale has received the state's highest Exemplary rating from the Texas Education Agency in 10 of the past 13 years. Yale's push for academic excellence resulted in the school being selected to receive the Superintendent's Medallion Award in 2004. This award is given to the school in RISD that have the highest student performance for all students and high performance within student subgroups.

One of Yale Elementary's greatest strengths is its parents. Students have the advantage of coming from very stable households. Seventy-four percent of Yale's students live with both of their parents. Such stability in the neighborhood results in high parent involvement with the school. The local PTA unit is an integral part of Yale's operations through its volunteer work and monetary contributions to instructional programs. During the 2004-05 school year, Yale parents logged an impressive 5,350 volunteer hours, including helping in the library, tutoring, assisting with extra-curricular activities, fundraising, student carnivals, and a host of other services. This school year, Yale has received an added bonus. Approximately twenty students from the University of Texas at Dallas have tutored Yale students, resulting in reading gains throughout the school.

Yale offers an elementary behavior program, which also serves all students in the Berkner High School area. Students who have behavior challenges that prevent them from attaining academic success are referred to Yale from the 12 elementary schools in the Berkner area. Two full-time teachers and two full-time instructional aides work with these students on behavioral and academic issues, with the ultimate goal being the students' return to their regular classes. All staff members at Yale have been fully trained in TRIBES, a process-oriented approach that encompasses a myriad of factors that ensure complete development, authentic learning, well-being, and success in life for all children. This process is based on a wealth of research on human development, social-emotional academic learning, resiliency, a caring culture, community building, professional development, authentic learning and assessment, reflective practices, and system change.

As with all schools, assessment is a primary tool used in determining instructional needs and success. In addition to state-mandated tests, Yale students are assessed frequently throughout the school year in order to monitor progress. Each six weeks, students receive district-developed assessments in the areas of reading, math, and science. Additionally, fourth graders are assessed in writing. Based on the assessment results, adjustments are made to instruction of individual students, small groups, or entire classes. The results of this type of intervention may be evidenced by a one 100 percent passing rate of Yale students on the Texas Assessment of Knowledge and Skills (TAKS) in 2005. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) began playing a vital role during the 2005-06 school year at Yale Elementary. Every student is assessed three times a year and students who are identified as reading below grade level are placed on a prescriptive reading program and monitored every two weeks through a short DIBELS assessment.

In spite of Yale's changing student population, its students have continued to achieve. Continuous progress monitoring has helped Yale staff identify specific intervention that will help all students learn. This, along with high parental involvement, have contributed to Yale's success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Texas Education Agency (TEA) has designed the Texas Assessment of Knowledge and Skills (TAKS) to measure student success in the core areas of reading and math. The TAKS is a criterion-referenced test that measures students' understanding of the statewide curriculum, the Texas Essential Knowledge and Skills (TEKS). The TAKS and TEKS are aligned to ensure that objectives taught by the classroom teachers match the assessment items on the state tests. Students in third through sixth grade take the TAKS test each spring in both reading and math content areas. Each year, the state of Texas increases the level of rigor and the passing standard for both tests.

Data from the Campus Accountability Report provide information for all students in grades third through sixth. The information is disaggregated for several subpopulations including African American, Hispanic, White, Asian American, Economically Disadvantaged, Special Education, and Limited English Proficient. Students at Yale Elementary consistently perform at a high standard on both the reading and math TAKS tests. In 2005, 100 percent of all students tested passed the reading test in grades third through sixth. One hundred percent of students in grades third, fourth, and sixth also passed the math TAKS test, with 97 percent of fifth grade students passing the math TAKS test. Students in all subgroups achieved similar results on both the reading and math tests.

Students can earn Commended Performance recognition on the TAKS tests. TEA defines Commended Performance as having “performed at a level that was considerably above the state passing standard.” For the 2005 testing year, 53 percent of Yale students achieved Commended Performance in reading, and 66 percent were awarded Commended Performance in math. These results are substantially higher than the district's average of 33 percent commended in reading and 34 percent commended in math. In addition, Yale increased its percentage of Commended Performances on the math test across all grade levels for three consecutive years. The percentage of students earning a Commended Performance increased in 15 of 16 subpopulations. Yale is especially proud of the gains our African American and Economically Disadvantaged subpopulations exhibited on the math test. The percentage of commended performers increased 37 percent and 23 percent, respectively. These results demonstrate that Yale students have a thorough understanding of the curriculum as required by the state of Texas.

TEA awards the Gold Performance Acknowledgement to schools when 20 percent or more of the students earn the distinction of Commended Performance. For the 2005 testing year, Yale Elementary received the Gold Performance Award for math and reading.

An explanation of the state's performance standard can be found at:
www.tea.state.tx.us/perfreport/account/2005/manual/index.html

Campus Data are located at: www.tea.state.tx.us/perfreport/aeis/2005/index.html

2. Using Assessment Results

Assessment data are an essential tool used by the teachers of Yale Elementary to understand students' academic level and to address learners' continually changing needs. TAKS data, district Benchmark assessments, fluency assessments, and teacher observations are all used to create a plan that allows for the success of each student.

TAKS data are compiled and utilized at the end of one school year and the beginning of the

following school year to create a plan for students to achieve maximum success. Examples of some of these plans include creating objective-based tutoring groups, providing programs for the professional development of school staff, and purchasing of instructional materials.

During the 2004-2005 school year the Texas Primary Reading Inventory (TPRI) was administered three times to students in kindergarten through second grade. TPRI tracks student progress in phonemic awareness, alphabetic principles, comprehension, and fluency. In addition, a written retelling of a story is completed in order to assess students' comprehension and composition skills.

Results from TPRI provide teachers with in-depth information – whether the child is below, on, or above grade level – and documentation for appropriate academic support.

Beginning in fall 2005, Yale implemented a research-based method of reading assessment for grades kindergarten through sixth. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a program used to identify students needing reading intervention. The results aid teachers in placing students in the 3 Tier Reading Model. Students in Tiers 2 and 3 receive additional instruction, with progress monitored on an ongoing basis.

District Benchmark assessments in math and science are administered to students in grades kindergarten through second. In preparation for the TAKS tests, students in grades third through sixth receive Benchmarks in reading, math, and science. Results are analyzed by central administration and each school's principal and staff. The data are used to determine which modifications to instructional programs, if any, are needed, and whether additional student accommodations are necessary. This information drives classroom grouping, after school tutoring, and Saturday school for grades third through sixth.

Benchmarks, TPRI, and DIBELS provide invaluable information that, in turn, is used to reinforce daily instruction. Yale faculty and staff feel strongly about the importance of matching instructional materials to student ability, ensuring that each child experiences success. Yale's staff members, including a reading specialist, a librarian, a computer technician, classroom teachers, special education teachers, counselors, and administrative personnel, comprise a community that is committed to contributing to the success of each and every student.

3. Communicating Assessment Results

Providing current, accurate information to parents, students, and the rest of the community is crucial in building relationships that will support student success, and Yale Elementary uses a variety of methods to share this information.

Assessment results and other information are communicated to Yale parents and the community through Local School Council (LSC) meetings and Parent Teacher Association (PTA) meetings, as well as newsletters from LSC, PTA, and Yale's principal, counselor, and nurse. In addition, reports regarding individual TAKS scores are sent to parents after the spring testing results are received by the school. Progress reports from other tests, including TPRI for grades kindergarten, first, and second, are also shared with our parents. The school Report Card from the Texas Education Agency is published in the fall to share the school's success on the previous spring's TAKS assessments.

Prior to the start of each new school year, Yale hosts its annual Meet the Teacher Night, allowing parents to learn about school and classroom procedures and policies, as well as to provide an opportunity for families to meet the teacher. Throughout the year, teachers conference with students on an ongoing basis regarding assignments and assessment information. These conferences are designed to directly involve students in the progress of their own learning and goal setting. Teachers share student progress information with parents via weekly Tuesday envelopes, three-week progress reports, and six-week report cards. Teachers also conference with parents individually to personally discuss each student's progress. In addition, teachers communicate on a daily basis with parents through phone calls, written notes, e-mails, and students' daily planners.

Utilizing a variety of methods to communicate with our community allows Yale to support its students, families, and community. Yale believes that this sharing of information will build the relationships necessary to create the optimum environment for student success.

4. Sharing Success

Yale has a long history of sharing strategies and techniques with teachers across the district. Its teachers have embraced opportunities to meet with other schools to analyze data, share successes, and overcome challenges. For years, many Yale teachers have served as cadre members who share successful teaching strategies in their areas of expertise through staff development opportunities. Each year, teachers continue to serve the district as contact teachers for core subjects, including reading, math, social studies, science, and technology. This year, Richardson ISD has implemented a new reading program at the elementary level. Yale has been recognized as a school that has embraced the new program and has worked hard to achieve success in its implementation. As a result, teachers from Yale have been selected to lead staff development sessions in order to exchange successful approaches and techniques with others in the district. Some teachers have been asked to video tape their classroom lessons as future instructional aids for the district. Yale teachers are also receiving requests to allow new teachers in the district to observe them in action.

While the administration and staff at Yale are always willing to share their teaching successes, they also recognize their opportunity to learn from others. Yale's principal and assistant principal regularly attend meetings with other principals to discuss successes and challenges. Teachers in almost every academic area participate in regularly scheduled meetings that are designed to improve teacher and student productivity. Each grade level team designates one teacher to attend monthly math meetings created for teachers to plan and share with others from across the district. Science teachers attend periodic planning sessions, which aid in the integration of the dynamic science program. The campus reading specialist regularly attends meetings with other campus reading specialists to discuss the successful practices and challenges of reading interventions.

Yale's many opportunities for sharing its successes have become an integral part of school life. They are opportunities that help define the individual growth of its teachers as leaders and educators, as well as the growth of a neighborhood community that is committed to excellence. Yale plans to continue leading the charge in successful communication with fellow teachers and staff members throughout the district and Region 10.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The Texas Essential Knowledge and Skills (TEKS) provide a foundation for the curriculum of Yale Elementary in each subject area. Along with the TEKS outlined by the state of Texas, Richardson ISD supports the curriculum by providing a scope and sequence, calendar timelines, and lessons through its online curriculum planner. Teachers at Yale strive to enrich students' learning through innovative lessons that use a variety of strategies to meet the needs of each learner.

Reading:

The reading program at Yale Elementary is based on a district-wide core reading program. Teachers utilize read alouds, independent reading, literacy centers, and small group reading instruction daily to teach students how to read and how to view reading as a tool to gather information. The reading program emphasizes phonemic awareness, vocabulary acquisition, comprehension, literary analysis, and reading across the curriculum. In addition, Accelerated Reading Instruction (ARI) is provided daily for struggling readers by our campus reading specialist and special education teachers.

Math:

With its math curriculum, Yale strives to strike a balance between providing a strong foundational understanding and challenging students to solve real-life problems using higher-level thinking skills.

During the day, 90 minutes is devoted to math instruction. The math block includes a review of facts, problem solving practice, introduction of new material, and both guided and individual practice. Experiences in the classroom begin with the use of manipulatives and hands-on activities, which progress toward increasingly complex mathematical concepts.

Social Studies:

The kindergarten through sixth grade social studies program includes the study of history, geography, citizenship, economics, and political science. In the primary grades, students begin studying topics they easily understand: themselves, family, school, and neighborhood. As the students progress through each grade, their understanding and study of their community widens to include Texas, the United States, and the cultures of the world.

Science:

The cornerstone of Yale's science curriculum is founded on three inquiry-based science programs: the Full Option Science System (FOSS), Great Explorations in Math and Science (GEMS), and Diversity of Life (DOL). These three programs allow students to participate in experiments from life, earth, and physical science units. The experiments allow students to follow the scientific process, and upon completion of the activities, students record questions and observations in their science notebooks. These questions may be developed into future class activities, or students can use their ideas to enter the school-wide science fair.

Art:

Art education focuses on the development of creative problem solving and higher-level thinking skills. Independent processes are critical as students develop original art works and discuss ideas and outcomes. Aesthetic awareness and perceptual skills are developed in an interdisciplinary manner, observing, and studying exemplary works of art. Students practice art in several media with the opportunity to develop an understanding of art as a vehicle of self-expression and deepen their appreciation for artistic expression in various forms.

2a. Reading

Yale Elementary uses a research-based comprehensive reading, Houghton Mifflin Reading (HMR), in which the language arts instructional block is divided into two primary methods. Whole class instruction includes mini-lessons, teacher read alouds, building vocabulary and background knowledge, comprehension strategies, and setting a purpose for reading. Small group instruction is composed of both teacher-led and independent activities. These lessons are specifically designed to provide extra support, challenge, and enrichment opportunities to students below, on, or above grade level.

The HMR reading program supports Yale's goal of reaching every child and closing learning gaps for all children, while fostering a love of reading. Specific reading skills and strategies are implemented in a way that builds a firm foundation for students to "learn to read" while reinforcing skills for them to "read to learn" in other content areas. Yale maintains a print-rich environment including the school's main library, classroom libraries, a literacy library consisting of multiple copies of supplemental fiction and non-fiction texts, as well as a professional library for the faculty.

Student reading levels are determined through Developmental Reading Assessment (DRA) and HMR leveled assessments. Students are also tested with DIBELS three times each year. Teachers make anecdotal notes when meeting with students in small reading groups, which are used, along with district Benchmark data, to determine an instructional focus for each individual student.

Yale Elementary uses multiple resources to build on the strengths of advanced students and to bridge gaps for students who are at-risk. Teachers have access to a campus instructional specialist, campus reading specialist, cluster reading specialist, along with the instructional leadership of the principal and assistant principal. To meet the needs of at-risk students in Tier 2 and Tier 3, intervention groups are

pulled during the day. In addition, Yale offers after-school tutoring and Saturday school. Above-level students are challenged with Time for Kids expository text cards, research project extensions, and various HMR cross-curricular activities.

Upon a visit to Yale's campus, one will see evidence of the importance of reading and writing: student work on bulletin boards, teachers reading aloud, active participation in the Bluebonnet reading program, plus book reviews on morning announcements. Kindergarten and first grade students needing assistance in early literacy skills are targeted by grouping students according to reading level and through Lunch Bunch, time spent in the computer lab developing reading skills via child-appropriate software. Sixth-graders participate in novel studies, led by the librarian. Above all, the caring faculty builds the self-esteem of Yale students by offering personal attention and encouraging each child to become a lifelong learner.

3. Mathematics

Yale students spend 90 minutes a day engaged in a meaningful and challenging math curriculum. The curriculum is organized by six objectives, based on the National Standards for Mathematics. Within each of the six objectives, the curriculum is designed to engage children in learning all math TEKS. The 90-minute block is divided into four components, which are designed to introduce new concepts and spiral back through skills previously taught.

The four components include Drill, Focus, Groups of All Sizes, and Problem Solving. Drill is comprised of five to seven minutes in which students participate in games and exercises that are designed to build fluency with math facts. For example, students may practice math facts by playing Multiplication Bingo or using Drill Donuts. The 10-15 minutes of daily Focus time is spent spiraling back to previously taught core concepts, such as place value, fractions, money, and measurement. Focus activities may include a game of Decimal War, Marcy Cook Hundreds Chart exercises, or other activities based on students' needs. Groups of All Sizes is considered the "main math lesson" and necessitates 30-45 minutes, during which new concepts are introduced and practiced using a balance of research-based methods such as hands-on instruction with manipulatives, collaborative learning techniques with individual accountability, and independent practice. The final and critical component is 20-25 minutes of Problem Solving, which is always taught and assessed in a real-world context. Students are introduced to four problem-solving strategies in kindergarten through second grade; three additional strategies are added in third grade and reinforced through sixth grade. In kindergarten, a teacher may pose this relevant problem: *Five students were on the swings. Some went to the slide. Two were left on the swings. How many went to the slide?* Students choose a problem solving strategy from their repertoire, solve the problem, and check the answer. The seven strategies students have learned by grade six are part of the TEKS curriculum and are aligned with the National Standards for problem solving in Mathematics.

By analyzing test data, Yale teachers have identified math vocabulary as an area of need. Kindergarten through sixth-grade teachers use strategies from math word walls to student-created math dictionaries to address this need. Another school-wide math tool is the color-coded number line, which students use to identify common multiples, simplify fractions, and complete skip-counting patterns. Yale also offers after-school tutoring and Saturday School to increase opportunities to meet individual students' needs. A visitor to Saturday School or after school tutoring may see students walking up and down human number lines to solve problems, measuring, doubling, and halving ingredients for recipes, plus writing, sharing, and solving student-created problems.

4. Instructional Methods

Yale teachers recognize the importance of using multiple instructional methods to meet the needs of all student populations. For instance, math lessons build more connections in students' brains through the use of manipulatives. The analysis of math problems through a method called Understand, Plan, Solve, and Check (UPS Check) promotes metacognition, rather than rote work to solve math problems. GEMS and Diversity of Life science curricula provide opportunities for students to actually act as scientists, rather than read about scientific facts. During writers' workshop, students in all grade levels write, revise, edit,

publish, and evaluate their own work, as well as the work of fellow students. TRIBES strategies and activities promote the growth of social skills while providing a classroom structure in which cooperative learning engages all students in an atmosphere of support and respect.

Instructional goals for the school, for each grade level, and each curriculum area are continually revised and refocused through the use of assessment data. Benchmarks provided by Richardson ISD, as well as classroom testing and observation, guide teachers in selecting students for small-group instruction and after-school tutoring. Yale's reading specialist, along with intervention tutors and college and high school volunteers, provide students with additional support in math, reading, and writing skills. These students work in small groups or receive one-on-one assistance.

Technology in the classroom and in the technology lab supports all areas of instruction. Practice tests that are available on the TEA web site assess students' progress in math or reading and provide immediate results to the teacher. Each grade level builds on the technology skills of students by introducing such computer programs as PowerPoint, Excel, Inspiration, and Word at appropriate grade levels.

5. Professional Development

Yale teachers believe in professional development and regularly show their commitment by leading as well as attending more than the number of professional development hours required by the district. Faculty surveys document a high level of credibility and interest in professional development when the trainers are peers demonstrating valuable techniques they have used successfully. Staff members often lead site-based sessions by facilitating book studies, moderating question-and-answer sessions or panel discussions, and modeling successful strategies and lessons from their classrooms. Teachers also attend professional workshops, such as Margaret Kilgo, Marcy Crook, or Marilyn Burns math training, Six Traits writing training, and FOSS or GEMS science training. They then return to share new strategies with their fellow colleagues.

Each year as Yale designs the Campus Improvement Plan (CIP), assessment of student achievement drives the choices for future staff development goals. Many teachers attend professional development sessions over the summer to prepare for the coming year. They also attend after-school training sessions, which are lead by Richardson ISD consultants and are specifically designed to meet immediate needs during the school year. Although RISD requires a specific number of staff development hours each year, Yale's staff members consistently earn extra credits. Yale's CIP reflects the importance of staff development as a critical component in improving student achievement. Yale's staff members passionately pursue opportunities to explore new strategies in order to become more effective educators to help all children succeed.

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

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Met Standard	>99	>99	100
% At Commended Performance	63	48	40
Number of students tested	72	75	75
Percent of total students tested	96	100	100
Number of students alternatively assessed	3	*	*
Percent of students alternatively assessed	4	*	*
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	>99	100
% At Commended Performance	*	25	27
Number of Students Tested	8	11	11
2. African American			
% At or Above Met Standard	*	>99	100
At Commended Performance	*	43	9
Number of Students Tested	5	11	11
3. White			
% At or Above Met Standard	>99	>99	100
% At Commended Performance	72	47	48
Number of Students Tested	53	50	50
4. Hispanic			
% At or Above Met Standard	>99	*	*
% At Commended Performance	30	*	*
Number of Students Tested	10	6	6

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

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	91	94
% At Commended Performance	36	35	33
Number of students tested	59	80	76
Percent of total students tested	94	100	96
Number of students alternatively assessed	4	*	5
Percent of students alternatively assessed	6	*	4
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	>99	>99	100
% At Commended Performance	20	25	30
Number of Students Tested	10	16	10
2. African American			
% At or Above Met Standard	*	90	100
At Commended Performance	*	0	10
Number of Students Tested	7	11	10
3. White			
% At or Above Met Standard	>99	90	96
% At Commended Performance	38	46	43
Number of Students Tested	34	52	46
4. Hispanic			
% At or Above Met Standard	>99	>99	90
% At Commended Performance	20	10	17
Number of Students Tested	10	10	12

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

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	95	95
% At Commended Performance	36	42	22
Number of students tested	77	76	78
Percent of total students tested	97	96	92
Number of students alternatively assessed	2	3	7
Percent of students alternatively assessed	3	4	8
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	>99	78	*
% At Commended Performance	0	20	*
Number of Students Tested	14	10	6
2. African American			
% At or Above Met Standard	100	*	*
At Commended Performance	9	*	*
Number of Students Tested	11	9	2
3. White			
% At or Above Met Standard	>99	96	95
% At Commended Performance	49	53	25
Number of Students Tested	49	47	61
4. Hispanic			
% At or Above Met Standard	>99	83	*
% At Commended Performance	10	17	*
Number of Students Tested	10	12	5

No Child Left Behind - Blue Ribbon School
Grade 6 Reading (Language Arts or English)

Subject Reading Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	97	99
% At Commended Performance	73	38	46
Number of students tested	74	95	84
Percent of total students tested	99	95	95
Number of students alternatively assessed	1	5	4
Percent of students alternatively assessed	1	5	5
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	>99	88	*
% At Commended Performance	72	14	*
Number of Students Tested	11	22	9
2. African American			
% At or Above Met Standard	*	78	*
At Commended Performance	*	27	*
Number of Students Tested	8	11	3
3. White			
% At or Above Met Standard	>99	98	98
% At Commended Performance	77	43	54
Number of Students Tested	47	63	63
4. Hispanic			
% At or Above Met Standard	>99	>99	*
% At Commended Performance	75	30	*
Number of Students Tested	12	10	9

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

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	98	100
% At Commended Performance	66	48	36
Number of students tested	70	64	75
Percent of total students tested	95	100	100
Number of students alternatively assessed	4	*	*
Percent of students alternatively assessed	5	*	*
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	100
% At Commended Performance	*	*	27
Number of Students Tested	8	8	11
2. African American			
% At or Above Met Standard	*	*	100
At Commended Performance	*	*	10
Number of Students Tested	5	8	10
3. White			
% At or Above Met Standard	>99	>99	100
% At Commended Performance	76	50	45
Number of Students Tested	50	34	51
4. Hispanic			
% At or Above Met Standard	>99	92	*
% At Commended Performance	27	36	*
Number of Students Tested	11	14	6

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

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	98	>99	97
% At Commended Performance	67	32	25
Number of students tested	60	78	77
Percent of total students tested	94	99	96
Number of students alternatively assessed	4	1	3
Percent of students alternatively assessed	6	1	3
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	91	>99	88
% At Commended Performance	46	33	20
Number of Students Tested	11	10	10
2. African American			
% At or Above Met Standard	*	>99	100
At Commended Performance	*	20	20
Number of Students Tested	7	10	10
3. White			
% At or Above Met Standard	>99	>99	98
% At Commended Performance	71	41	32
Number of Students Tested	34	51	47
4. Hispanic			
% At or Above Met Standard	91	>99	90
% At Commended Performance	36	0	0
Number of Students Tested	11	10	12

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

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	97	97	99
% At Commended Performance	50	47	34
Number of students tested	76	77	77
Percent of total students tested	95	97	91
Number of students alternatively assessed	4	2	8
Percent of students alternatively assessed	5	3	9
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	92	82	*
% At Commended Performance	23	33	*
Number of Students Tested	13	12	7
2. African American			
% At or Above Met Standard	>99	*	*
At Commended Performance	40	*	*
Number of Students Tested	10	9	2
3. White			
% At or Above Met Standard	98	>99	100
% At Commended Performance	57	56	33
Number of Students Tested	49	48	60
4. Hispanic			
% At or Above Met Standard	90	92	*
% At Commended Performance	10	31	*
Number of Students Tested	10	13	6

**No Child Left Behind - Blue Ribbon School
Grade 6 Mathematics**

Subject Math Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	91	93
% At Commended Performance	78	36	18
Number of students tested	74	95	84
Percent of total students tested	99	95	95
Number of students alternatively assessed	1	5	4
Percent of students alternatively assessed	1	5	5
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	>99	71	*
% At Commended Performance	73	18	*
Number of Students Tested	11	22	9
2. African American			
% At or Above Met Standard	*	44	*
At Commended Performance	*	9	*
Number of Students Tested	8	11	3
3. White			
% At or Above Met Standard	>99	95	94
% At Commended Performance	85	42	22
Number of Students Tested	47	62	63
4. Hispanic			
% At or Above Met Standard	>99	>99	*
% At Commended Performance	58	18	*
Number of Students Tested	12	11	9