U.S. Department of Education November 2002

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

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

Official School Name Cameron Dual Language Magnet School
(As it should appear in the official records)

School Mailing Address P.O. Box 3912 2401 W. 8th Street
(If address is P.O. Box, also include street address)

Odessa TX 79760-3912
City State Zip Code+4 (9 digits total)

Tel. (915) 331 - 7861 Fax (915) 334- 6744

Website/URL www.ector-county.k12.tx.us/ecisd Email hineswl@ector-county.k12.tx.us

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)

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

Name of Superintendent Dr. Roy Benavides
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ector County Independent School District Tel. (915) 332-9151

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. Carol Gregg
(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.

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

Technical Specifications

Please keep the following requirements in mind when completing the application. Failure to comply will result in the school's application not being reviewed.

1. **Eligibility.** To be eligible, the school must completely fill in the cover sheet and all sections of the application. For example, the school must give a street address even if the mailing address is a post office box number, provide the nine-digit zip code, the school's Web address, and the email address.

2. **Paper, Spacing, and Type Size**. All responses must be typed on white paper, single-spaced, with one-inch margins on right, left, top, and bottom. Use normal spacing between lines, as in the example in the box below.

> Print size must not be reduced smaller than 11-point computer font, the same physical size as the Times New Roman font used in this box. Do not use condensed or compressed type; the font style used should be easily reproducible.

3. **Copies**. Each school submits three copies (the original plus two) of the completed application. The original and copies must be without any additional covers or folders and stapled in the upper left-hand corner. The signed original should be printed on one side. To minimize environmental impact, the two copies may be photocopied on both sides of the paper. The application should have no additional plastic cover page or backing, nor be placed in a folder, nor have attachments other than assessment data.

4. **Electronic Files**. The school also submits the application on a 3.5-inch floppy disk that contains the entire application. The file must be written in Microsoft Word in PC format; the assessment tables may be in either Word or Excel in PC format.

5. **Cover Sheet**. Note that the cover sheet requires the signatures of the principal, the district superintendent, and the president/chairperson of the local school board. These signatures certify that each of the three individuals has reviewed the content of the application, including the statement of eligibility, and has determined that it is accurate. (All of these signatures may not be applicable for private schools; write N/A in the space where the position or its equivalent is not applicable.)

6. **Pagination**. Paginate the application and number all pages consecutively including the appendices.

7. **Format**. Narrative answers to questions are generally limited to one-half page, approximately 200 words. No attachments to the application are allowed except for the school assessment tables and subgroup norms/standards supplied by publishers needed to interpret assessment data. Any other attachments will be discarded.

8. **Submission**. All applications are submitted to the U.S. Department of Education at the following address:

   J. Stephen O'Brien
   No Child Left Behind – Blue Ribbon Schools Program
   Office of Intergovernmental and Interagency Affairs
   U.S. Department of Education
   400 Maryland Avenue SW, 5E205
   Washington, DC 20202-3521

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. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.

5. 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.

6. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   __25__ Elementary schools
   __0__ Middle schools
   __6__ Junior high schools
   __4__ High schools

   __35__ TOTAL

2. District Per Pupil Expenditure: __$4,556_____

   Average State Per Pupil Expenditure: __$4,929_____

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. __4____ Number of years the principal has been in her/his position at this school.

   __NA__ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	69	52	**121**	**7**	0	0	0
1	54	59	**113**	**8**	0	0	0
2	37	47	**84**	**9**	0	0	0
3	42	44	**86**	**10**	0	0	0
4	47	44	**91**	**11**	0	0	0
5	46	52	**98**	**12**	0	0	0
6	27	41	**68**	Other	0	0	0
			TOTAL STUDENTS IN THE APPLYING SCHOOL				661

6. Racial/ethnic composition of the students in the school:

16.0% White
4.2 % Black or African American
79.3 % Hispanic or Latino
.3 % Asian/Pacific Islander
.2 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 26.8 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	93
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	91
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	184
(4)	Total number of students in the school as of October 1	686
(5)	Subtotal in row (3) divided by total in row (4)	0.268
(6)	Amount in row (5) multiplied by 100	26.8

8. Limited English Proficient students in the school: 27.2 %
180 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 90.2 %

596 Total Number Students Who Qualify

If this method is not a reasonably 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: __12.8__%
__85___Total Number of Students Served

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

__0_Autism	__0_Orthopedic Impairment
__0_Deafness	__3_Other Health Impaired
__0_Deaf-Blindness	_53_Specific Learning Disability
__0_Hearing Impairment	_28_Speech or Language Impairment
__0_Mental Retardation	__1_Traumatic Brain Injury
__0_Multiple Disabilities	__0_Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___2___	___0____
Classroom teachers	__34___	___0____
Special resource teachers/specialists	__10___	___4____
Paraprofessionals	___8___	___0____
Support staff	___3___	___1____
Total number	__57___	___5____

12. Student-"classroom teacher" ratio: _15.3: 1__

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.5%	96.2%	95.4%	95.7%	95.7%
Daily teacher attendance	95.6%	94.8%	94.6%	94.3%	93.3%
Teacher turnover rate	15.22%	11.43%	8.57%	3.03%	12.9%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a "disadvantaged background" is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school's total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

"Dramatically improved" is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. "High levels" is defined by the CSSO of each state, but at a minimum includes student achievement at the 55th percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school's demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state's academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for "dramatically improved" and achieving at "high levels." The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.

    a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or

improve dramatically in achievement for at least three years. Explain any disparity among subgroups.

b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
c. Attach all test data to the end of this application and continue to number the pages consecutively.

Private Schools

A private school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school can be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance in the past three years in reading (language arts or English) and mathematics, and are achieving at high levels. A student from a "disadvantaged background" is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school's total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001.*

"Dramatically improved" is defined as an increase of at least one-half standard deviation over at least three years and includes the disadvantaged students as shown by disaggregated data. "High levels" is defined as student achievement at or above the 55th percentile on assessments referenced against national norms at a particular grade, or at or above the 55th percentile on state tests.

Second, regardless of the school's demographics, it may be recognized if its students achieve at the highest levels, that is, if the school is in the top 10 percent of the schools in the nation in reading (language arts or English) and mathematics in the last grade tested, as measured by an assessment referenced against national norms at a particular grade or in the top 10 percent in its state as measured by a state test.

1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data.* Limit the narrative to one page.

    a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
    b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
    c. Attach all test data to the end of this application and continue to number the pages consecutively.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

4. Describe in one-half page how the school will share its successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

2. (**Elementary Schools**) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

   (**Secondary Schools**) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): _____
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____
No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$_____ K	$_____ 1st	$_____ 2nd	$_____ 3rd	$_____ 4th	$_____ 5th
$_____ 6th	$_____ 7th	$_____ 8th	$_____ 9th	$_____ 10th	$_____ 11th
$_____ 12th	$_____ Other				

2. What is the educational cost per student? $_____
   (School budget divided by enrollment)

3. What is the average financial aid per student? $_____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade_____ Test_____

Edition/publication year_____ Publisher _____

What groups were excluded from testing? Why, and how were they assessed?_____

_____

Number excluded_____ Percent excluded_____

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient					
At Advanced					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1._____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2._____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3._____(specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade_____ Test_____

Edition/publication year_____ Publisher _____

What groups were excluded from testing? Why, and how were they assessed? _____

_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles____

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students excluded					
Percent of students excluded					
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

PART III - SUMMARY

Campus Snapshot

Cameron Elementary, later becoming Cameron Dual Language Magnet School, in Odessa, Texas, was constructed in 1953. The school will celebrate 50 years of quality instruction in the fall of 2003. Cameron Elementary served neighborhood children living within specified boundaries from the date of its construction until August, 2001, when the school converted to a magnet program with the assistance of a Magnet School Assistance Program grant. The name of the school was changed to Cameron Dual Language Magnet School to reflect the model of instruction offered to students throughout the District. Currently, students living within specified boundaries and Anglo students throughout the District may attend Cameron Dual Language Magnet School. Qualification for enrollment based on ethnicity was necessary to comply with the 1984 federal desegregation order.

Cameron is the only school in the Ector County Independent School District and one of a few in West Texas offering dual language instruction. After intense research of the dual language concept, Cameron, with the support of the Ector County Independent School District, chose to implement a 45/45/10 model of instruction for students. Beginning in August, 2001, all kindergarten and first grade students received 45% of their academic instruction in Spanish and 45% in English. Students received 10% of each instructional day studying a third language. Currently, students may choose to study either French or German to meet third language requirements. Since its inception in 2001, the Cameron Dual Language Magnet program has expanded to serve second grade students and will continue to expand one grade yearly to accommodate students' progression through sixth grade.

According to the current Public Education Information Management System (PEIMS) report, 90.2% of Cameron's 661 students are economically disadvantaged. The student population is primarily Hispanic with 79.3% of the students claiming this ethnicity. Anglo students comprise 16.0% of the student population and African American students, 4.2%. One of every four students is limited English proficient (LEP) and the mobility rate is 26.8%. The conversion to a dual language magnet school and the requirement for teachers in kindergarten through second grade to reapply for teaching positions created an above average teacher mobility rate. Over half the teachers employed at Cameron have between zero and five years teaching experience.

Cameron Dual Language Magnet has experienced remarkable improvements in student performance during the last four years. Once the lowest performing elementary school in the Ector County Independent School District, Cameron is now one of the higher performing campuses. We have achieved an accountability rating of "Recognized" the last three years, based on the performance of all students on the Texas Assessment of Academic Skills (TAAS). It is our belief that all students are capable of success and reaching the standards outlined by the Texas Education Agency. The school mission describes the expectations we have for students. "Our students will be a productive part of the multilingual community through exposure to different cultures, languages and ideas, thus gaining appreciation of cultural and individual differences. Cameron Dual Language Magnet will provide academic opportunities in a risk-free environment, enabling students to compete successfully in the next stage of their educational development."

In order to reach the goals stated in the mission, Cameron Dual Language Magnet School believes the involvement of parents is critical to the success of our students and the instructional program. We offer foreign language classes for parents daily with daycare services provided for children. Parents have the option to learn either Spanish or English. There is no fee associated with these classes, and materials to enhance learning are provided. An exclusive Parent Center is available for parents during school hours. The family resource provider, funded through Compensatory Education funds, manages the center and invites parents to attend various workshops and encourages them to serve as Volunteers in Public Schools (VIPS). The staff at Cameron Dual Language Magnet School believes it is the responsibility of the parents, students, staff, and community to ensure the success of all students.

Assessment Narrative

The Texas Assessment of Academic Skills (TAAS) is the assessment instrument Texas has chosen to measure student performance and determine the accountability rating for schools. TAAS is a criterion-referenced test that was originally developed in 1990. The TAAS has undergone several modifications with an increase in standards among the most important. At Cameron Dual Language Magnet, students in grades three through six are assessed in reading and math. Additionally, fourth grade students are assessed in writing.

The accountability subset used by the Texas Education Agency to determine the accountability rating is attached (pg. 30). Also, data tables presenting scores by grade level and subject area tested for the 1999 TAAS administration through the 2002 TAAS administration are attached (pg. 31 ff). As indicated by the data tables, tremendous improvement in TAAS scores is evident since the 1998-1999 test administration. When examining the Sum of Grades 3 – 6 Accountability Subset data table, campus scores have increased in every area each year and subset scores have improved in nearly every area yearly as well. All students tested are included in the campus score data. The campus scores increased from 1999 to 2002 by 23.9% in reading, 27.8% in mathematics, and 30.5% in writing. Cameron Dual Language Magnet has a very high percentage of students identified economically disadvantaged. Approximately 90% of the students meet this criteria. This is much higher than the District (57.3%) and the State (50.5%). Economically disadvantaged students showed tremendous gains on the State assessment as well. Since 1999, these students have improved by 24.8% in reading, 29.2% in mathematics, and 32.8% in writing. Hispanic students improved their scores yearly as well except for a slight decrease in writing (4.1%) in 2002. However, this population's assessment scores increased from 1999 to 2002 by 25.8% in reading, 27.2% in mathematics, and 26.4% in writing. Anglo students have also shown growth on the TAAS. Their scores increased yearly with the exception of 2001. At this time, there was a 13.8% decrease in writing scores. However, it is important to remember that the Anglo population comprised only 17.5% of the total population in 2001. In 2002, Anglo students increased 21.5% in reading, 24.6% in mathematics, and 42.9% in writing when compared to the 1999 data. It is interesting to note the only two decreases in subsets over the four year period occurred in writing. This is partially due to the fact that only one grade level (fourth grade) is tested in writing while students in grades three through six are assessed in reading and math and the scores are combined.

When analyzing assessment data, it is very important to examine the number of students excluded from the assessment and the alternative testing provided for these students. Cameron Dual Language Magnet has a very low exemption rate as detailed in the grade level data tables. The highest rate of exemption occurred in the 2000 testing year due to the aggregation of special education student scores and the lack of an alternative assessment. However, even during this year, the highest exemption rate for a grade level assessment was five students for a total of 6% of the students excluded. In 2001, the State Developed Alternative Assessment (SDAA) became available for qualifying students. Students taking this test are not considered exempt by the State. Therefore, our exemption rate since the development of this alternative test is less than 1%.

Many campuses have inquired of our success during the past four years. This success is contributed to several factors including the implementation of an after-school instruction program for at-risk children. The Compensatory Education budget was altered to fund this opportunity for students. Also, instructional monitoring techniques were implemented after the 1999 school year to help all staff focus on the Texas Essential Knowledge and Skills and provide focused instruction for students. Another important factor contributing to the increase in student performance was an administrative leadership change for the 1999-2000 school year. The goal at Cameron Magnet Dual Language is to ensure success for all students and to leave no child behind.

Use of Assessment Data To Improve Student and School Performance

Disaggregating and studying assessment data is a critical part of improving individual student and school performance. Cameron Dual Language Magnet employs a variety of assessments at all grade levels. Although the assessments may vary depending on the grade level and student, the results of all students are used to assist personnel in individualizing instructional services for students. Through careful disaggregation of the assessment information, classroom teachers are able to determine student strengths and weaknesses by objective and modify instruction to meet the needs of individual students. The teacher also uses these results to ascertain which students need assistance in our after-school instructional program. Student rosters for the after-school instructional program may vary depending on the objective to be addressed and student needs. Cameron utilizes Compensatory Education funds to employ two instructional resource teachers to instruct in the areas of math and reading. These specialists teach students within the classroom assisted by the classroom teacher. Accurate test analysis enables these teachers to focus instruction on those Texas Essential Knowledge and Skills needing improvement. Often, an analysis of assessment data will identify a weakness in instruction. Staff development needs are likely to be identified during this process. This information is also critical in making adjustments in teaching calendars and methods. Assessment data is a critical component of constructing the campus budget. Materials needed to help address areas of weakness and enrichment must be budgeted and purchased to assist the instructor.

While assessment data is a very important component of the campus improvement process, it is important to assess students during the school year and not wait on summative data. Cameron Dual Language Magnet students participate in District-developed and commercial benchmark assessments throughout the year to determine progress and allow the teacher to modify instruction. The diligent use of disaggregated assessment and benchmark data has enabled the campus to improve student performance.

Communication of Student Performance

Public disclosure is a very important part of the accountability process. The parents, students, and community must be fully informed of student performance and be allowed to participate in both the celebration of student success and the processes to increase student performance. Cameron Dual Language Magnet adheres to a multi-step process yearly to ensure the awareness of all parties affected by our campus accountability statistics. When the state assessment data arrives on campus from the Texas Education Agency, the campus administrators review the information and quickly determine the anticipated accountability rating. All students in kindergarten through sixth grade, all staff, and parents on campus immediately congregate in the gymnasium to receive the news of the scores. The student performance statistics are announced and celebrated by all. Throughout this day and the next few days to follow, classroom teachers conduct conferences with students and their parents to discuss individual student performance. Parents receive a copy of their child's individual testing report. Officials from the Ector County Independent School District release information to the media regarding District performance. Since assessment information is received at the end of the school year, an additional public announcement of this information to the community and parents occurs at the "Meet Your Teacher" activity that is scheduled prior to the first day of school. The scores are also reviewed at the first Parent-Teacher Association meeting in September. The accountability rating is also announced at this meeting. After the accountability ratings are announced, the School Board publicly recognizes campuses for their performance and issues this news to the media. The School Report Card provided by the Texas Education Agency is attached to each student's semester report card and is distributed to parents. After the release of the School Report Card, a public hearing is conducted on the campus to fully discuss all information related to the School Report Card, Academic Excellence Indicator System (AEIS) report, and accountability rating. This information is also sent to the home of each student through campus newsletters and magnet recruitment advertisements. All of these steps are performed yearly to share student performance data with parents, students, and the community. Parents are informed of their child's individual progress each nine weeks through report cards, and each three weeks through progress reports prepared by the classroom teacher. Parent-teacher conferences are also conducted routinely to advise parents of their child's progress.

Sharing Success With Other Schools

Recognition for outstanding student performance on a state assessment is an incredible honor. However, it is imperative to remember that student success is a cooperative venture rather than competitive in nature. Several schools throughout Region 18, the Education Service Center provided by the Texas Education Agency, have sent representatives to visit Cameron Dual Language Magnet school to research our magnet program as well as investigate the instructional methods and data disaggregation methods employed to increase the opportunities for success for each child. An extensive Magnet School Assistance Program grant evaluation is performed yearly and is shared with magnet campuses throughout the United States. Instructional leaders throughout Ector County Independent School District observe and interview staff and administrators to discuss student success and determine which strategies will be of benefit to their population. Also, strategies for student success have been shared at local professional conferences and administrator's meetings. Aligning the curriculum with "feeder" schools provides many opportunities to share and receive ideas from other campuses. When time is limited, ideas may be shared via technology. All campus improvement plans in the District are available on-line and can be accessed at the educator's convenience. Similarly, the school's curriculum maps for each teacher by subject area will soon be available on-line for all local educators to view and study. Odessa is fortunate to support a four-year university with an outstanding teacher preparation and certification program. Representatives from Cameron frequently visit teacher preparation classes and discuss our methods for success with college professors and potential teachers. As we share our success with other campuses, it is important we learn from them as well. We continue to modify our instructional strategies to meet the constantly changing needs of the learners.

School's Curriculum

The teachers at Cameron Dual Language Magnet strive to provide an enhanced curriculum to not only meet the basic needs of all students, but to allow students to achieve at the highest levels possible. Currently, all students in kindergarten through second grade participate in the dual language program. Although instruction in foreign language is not a requirement for elementary schools, Cameron students receive 45% of their daily instruction in English, 45% in Spanish, and 10% in either French or German. The teachers utilize the immersion technique to present the curriculum to the students. Spanish materials, including Estrellita (Spanish phonics), library books, trade books, textbooks and locally developed materials are used to teach the Spanish component of dual language. The French and German teachers use the Berlitz program and teacher-developed materials to teach children conversational skills in these languages.

A variety of materials are used to provide intense reading instruction for students. Saxon Phonics is utilized in kindergarten through second grade to provide a phonological reading foundation for students. Teachers use leveled books through guided reading strategies to provide small group instruction for younger students. All grade levels use the state-adopted textbook, trade books, and Texas Essential Knowledge and Skills (TEKS) aligned commercial materials to teach reading. The Accelerated Reader program is available to all Cameron students and is individualized to meet the needs of the students.

A program known as the Effective Writing Process for All Students is used at all grades to instruct students in writing. Teachers use the Daily Oral Language (DOL) materials each morning to begin the day and establish the learning environment in the classroom. Students participate in student-led conferences, particularly in writing, to evaluate their own work and make adjustments to their writing.

The mathematics textbook serves as the foundation for instruction in this area. Teachers have access to a variety of manipulatives to provide a hands-on approach to learning for students. Accelerated Math is a self-paced, independent learning tool for students in third and fourth grades. Through this program, students may advance to academic levels usually reserved for older students. As in reading, teachers have access to Texas Essential Knowledge and Skills (TEKS) aligned commercial materials to teach mathematics.

Teachers rely mostly on the state-adopted textbooks to provide instruction in science and social studies. Many science experiments are conducted in classrooms to familiarize students with scientific processes. The use of technology plays a major role in the teaching of social studies. Students may study the attributes of every location in the world through a monitored Internet and software programs.

It is our philosophy that students must have an adequate understanding of technology at a young age to be successful in school as well as function in an adult environment. Internet services, with parent agreement, are available to students in all grades. Students have many opportunities to research topics, respond to appropriate surveys, study various programs (including Microsoft Word and Excel), and present research through the use of Power Point. Career studies are accomplished through the use of the Internet. All students are required to study twenty career paths to meet the requirements of the Magnet School Assistance Program grant.

Fine arts are an important part of each student's education. Cameron students are required to attend music classes weekly. Students may choose to participate in a hand-chime choir each morning prior to the beginning of the school day. Sixth grade students may participate daily in orchestra after-school if they desire. Art classes are integrated into the reading and language arts curriculum. A state-adopted textbook is available for art instruction.

The careful selection of curriculum to meet the needs of the students is very important. The teachers at Cameron Dual Language Magnet are always evaluating the curriculum and researching new materials or programs that might be of benefit to students.

Reading Curriculum

Teachers at Cameron Dual Language Magnet utilize a variety of teaching methods and materials to instruct students in reading. Consistent with current research, we believe early intervention is the most critical component of a reading program. First grade students experiencing serious difficulties in reading skills are selected to participate in Reading Recovery©. This service is offered in both English and Spanish (Descubriendo la Lectura©). Students receive follow-up intervention through third grade. Second grade students testing below grade level in reading participate in the Accelerated Reading Instruction program. Two part-time, retired teachers work with these students four days per week in small groups. All students in kindergarten through second grade participate in Saxon Phonics to help them with word decoding and usage skills. Although Cameron is a dual language campus and students receive instruction in three languages, it is a requirement that each student in the lower grades be taught literacy daily in the native language. The third grade students are privileged to receive reading instruction from a reading specialist four days weekly. This specialist provides a lesson to all students in the classroom with the assistance of the classroom teacher. Students in fourth through sixth grade receive reading instruction through the District adopted basal reader, trade books, materials specifically aligned to the Texas Essential Knowledge and Skills (TEKS), and teacher-created materials. All students at Cameron participate in the Accelerated Reader program. A diagnostic test known as STAR enables the teacher to determine a reading level. It also allows children to check out books within their reading range, and test on these books. The flexible library schedule allows students access to books as needed. Students in kindergarten through sixth grade experiencing difficulty in reading may attend after-school instruction three days weekly. These one hour instructional sessions focus on the child's needs. Finally, curriculum alignment activities allow all staff to eliminate redundancies and omissions in planning effective reading instruction and curriculum for all students. These instructional methods are used to provide early intervention to students and provide services for all students including those identified as at-risk.

Other Curriculum Choice - Writing

The staff of Cameron Dual Language Magnet believes writing is a critical component of the school's curriculum and warrants a discussion on its impact on student achievement. The ability of a student to demonstrate adequate or excellent writing skills allows the student to better perform expected classroom tasks as well as increase the marketability for the student in the work force in future years. Students at Cameron Dual Language Magnet keep journals in various subject areas to not only increase success opportunities in the subject area, but to demonstrate the connections between writing and other academic areas. Students in all grades participate in Daily Oral Language (DOL) activities each morning during breakfast. The purpose of this activity is to address the mechanics of writing and remind the students daily of the importance of effective written communication. The Effective Writing Process for All Students is the curriculum primarily used in the classrooms. This curriculum focuses on teaching the writing process to be successful in all types of writing. Students maintain writing portfolios from the time they enter kindergarten until the portfolio accompanies them to junior high. The portfolios serve a diagnostic purpose as well as measure individual student growth throughout the child's educational career. Student-led conferences provide students with the opportunity to discuss the writing with their peers and their teacher. This technique is used to allow the student to self-correct the work and increase the likelihood of retention of newly learned knowledge. Part of the Cameron Dual Language mission statement is "… Students will be a productive part of the multilingual community through exposure to different cultures, languages and ideas…". In accordance with the mission statement, our kindergarten through second grade students alternate writing in English and Spanish. Students complete the entire writing process in one language before alternating to the other. Code-Switching is not permitted within a composition. This same process will be used with older students as the program progresses. Student progress in writing is closely monitored through benchmark assessments and portfolio reviews. The ability to communicate through writing is paramount to student success throughout the school years as well as adulthood.

Different Instructional Methods To Improve Student Learning

Teaching in a dual language program requires an array of teaching methods that are not as common in other settings. All instructors must be highly trained in the use of total physical response. It is important to remember students are responsible for learning the Texas Essential Knowledge and Skills (TEKS) while receiving instruction in both English and Spanish. Since dual language requires a total immersion environment for learners, it is critical teachers, especially teachers of younger children, aid the students by giving physical clues or pictures for assistance. Two teachers are partnered to form a dual language team. Teachers, regardless of the setting, are only allowed to speak their assigned language in the presence of students. Spanish component teachers may use and display only Spanish materials. Campus administrators allocate 50% of the instructional day to work with teachers in the classrooms and assist students. This allows the principal and assistant principal many opportunities to become acquainted with all students and monitor their academic progress. It also ensures more personal, productive conferences with parents. In addition to formal appraisals, teachers engage in quarterly monitoring sessions with a campus administrator and set goals pertaining to student performance. The purpose of these sessions is to review the progress of each individual child in the classroom. Intervention strategies for at-risk students are discussed and initiated at these sessions. All Cameron students participate in benchmark assessments. These assessments are administered, scored, and results disaggregated to determine students' strengths and weaknesses based on the curriculum previously taught and provide intervention at the earliest possible time. Careful scheduling and consideration given to student time on task are important when discussing instructional methods. Protected learning time and uninterrupted morning learning time for kindergarten through second grade are critical to student success. Allowing teachers to teach in an uninterrupted environment is also very important. The "send-in" approach to special services is implemented where possible as opposed to the "pull-out" approach. Activities that take students out of the classroom are also limited. Students cannot afford to miss any of the exciting instructional activities occurring in the classrooms. All of these methods to teach students and provide a productive teaching/learning environment contribute to the success of Cameron Dual Language Magnet.

Professional Development Program

It is our philosophy that when educators fail to become learners, students no longer possess the probability of becoming successful in an ever-changing society. Therefore, it is imperative that teachers be given opportunities to attend on-going, effective professional development. Fortunately for Cameron Dual Language Magnet staff, the Ector County Independent School District hosts a National School Conference Institute with nationally recognized keynote speakers including Larry Lazotte, Lisa Carter, Lynn Erickson and John Antonelli. Teachers are allocated ample time to disaggregate and evaluate student assessment data for their former class as well as for their current class. Teachers, after identifying student needs through the disaggregation of data, may choose concurrent sessions that address their students' needs. Since the District pays the fees, it is mandatory that all staff attend. Curriculum mapping and curriculum alignment are important tools used to guarantee consistency of instruction for the students. Staff members have had several opportunities to hear and interact with Heidi Hayes Jacobs, one of the initiators of curriculum mapping, to share her strategies for completing this process. As a result of this professional development, all Cameron teachers have mapped the curriculum for mathematics and science. They will continue mapping other subject areas in the future. Kindergarten, first, and second grade teachers have traveled to El Paso, Texas, to observe dual language campuses. The goals of these visits were to familiarize themselves with dual language instruction and identify methods and strategies to use in classrooms. As the Cameron Dual Language Magnet program continues to grow, teachers at each grade level will have the opportunity to visit dual language campuses. In order to support and understand the dual language program, Cameron staff members receive professional development yearly in this method of teaching. Many opportunities for professional development are available on the campus as well. Teachers are trained in guided reading, Reading Recovery© strategies including running records, intervention strategies for students identified as at-risk, technology, and discipline management including the Texas Behavior Support Initiative. Staff development follow-up is conducted to ensure the transfer of learning to the students in the classroom.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Texas Assessment of Academic Skills Passing Sum of Grades 3-6 Accountability Subset				
READING				
	2001-2002	2000-2001	1999-2000	1998-1999
District Scores	88.9%	85.3%	82.6%	81.0%
State Scores	91.3%	88.9%	87.4%	86.5%
Campus Scores	91.5%	89.2%	86.9%	67.6%
Hispanic	89.9%	89.0%	87.6%	64.1%
Anglo	96.9%	91.5%	88.5%	75.4%
Economically Disadvantaged	91.1%	88.9%	86.0%	66.3%
MATHEMATICS				
	2001-2002	2000-2001	1999-2000	1998-1999
District Scores	90.5%	85.4%	81.1%	79.4%
State Scores	92.7%	90.2%	87.4%	85.7%
Campus Scores	97.9%	88.6%	85.2%	70.1%
Hispanic	98.0%	88.4%	85.8%	70.8%
Anglo	98.4%	93.3%	86.8%	73.8%
Economically Disadvantaged	97.6%	89.0%	85.1%	68.4%
WRITING				
	2001-2002	2000-2001	1999-2000	1998-1999
District Scores	83.3%	80.4%	79.7%	80.8%
State Scores	88.7%	87.9%	88.2%	88.2%
Campus Scores	92.3%	91.8%	88.5%	61.8%
Hispanic	89.7%	93.8%	87.5%	63.3%
Anglo	100.0%	80.0%	93.8%	57.1%
Economically Disadvantaged	92.8%	91.2%	90.0%	60.0%

Texas Assessment of Academic Skills Scores -3rd Grade Reading				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	89.0%	85.0%	86.0%	83.0%
STATE SCORES				
State Meeting Minimum	87.0%	86.0%	87.0%	88.0%
SCHOOL SCORES				
Meeting Minimum Expectations	94.0%	88.0%	89.0%	65.0%
Advanced - Percent Mastery	44.0%	49.0%	46.0%	33.0%
Number of students tested	78	86	71	81
Percent of total students tested	100.0%	100.0%	96.0%	100.0%
Number of students excluded	0	0	3	0
Percent of students excluded	0.0%	0.0%	4.0%	0.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	74.4%	72.1%	76.1%	72.8%
Meeting Minimum Expectations	91.0%	90.0%	85.0%	61.0%
District Meeting Minimum	85.0%	83.0%	84.0%	78.0%
State Meeting Minimum	83.0%	82.0%	83.0%	84.0%
2. Anglo				
Campus Tested Population	20.5%	17.5%	16.9%	19.8%
Meeting Minimum Expectations	100.0%	87.0%	100.0%	81.0%
District Meeting Minimum	93.0%	90.0%	91.0%	91.0%
State Meeting Minimum	94.0%	93.0%	93.0%	93.0%
3. African American				
Campus Tested Population	5.1%	9.3%	5.6%	7.4%
Meeting Minimum Expectations	*	75.0%	*	67.0%
District Meeting Minimum	86.0%	69.0%	74.0%	74.0%
State Meeting Minimum	80.0%	77.0%	79.0%	76.0%
4. Other				
Campus Tested Population	0.0%	1.1%	1.4%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	80.8%	90.8%	90.1%	88.9%
Meeting Minimum Expectations	92.0%	87.0%	88.0%	64.0%
District Meeting Minimum	85.0%	81.0%	83.0%	78.0%
State Meeting Minimum	81.0%	80.0%	81.0%	81.0%

* Represents no data report available due to fewer than 5 students tested

Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Skillls Scores - 3rd Grade Mathematics				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	87.0%	75.0%	73.0%	76.0%
STATE SCORES				
Percent Passing	87.0%	82.0%	80.0%	82.0%
SCHOOL SCORES				
Meeting Minimum Expectations	94.0%	67.0%	72.0%	48.0%
Advanced - Percent Mastery	15.0%	5.0%	19.0%	19.0%
Number of students tested	80	86	72	81
Percent of total students tested	100.0%	100.0%	96.0%	100.0%
Number of students excluded	0	0	3	0
Percent of students excluded	0.0%	0.0%	4.0%	0.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	73.7%	74.4%	73.6%	72.8%
Meeting Minimum Expectations	95.0%	64.0%	70.0%	47.0%
District Meeting Minimum	85.0%	72.0%	69.0%	72.0%
State Meeting Minimum	83.0%	78.0%	75.0%	79.0%
2. Anglo				
Campus Tested Population	21.3%	16.3%	16.7%	19.8%
Meeting Minimum Expectations	94.0%	93.0%	83.0%	63.0%
District Meeting Minimum	91.0%	83.0%	81.0%	84.0%
State Meeting Minimum	93.0%	90.0%	88.0%	90.0%
3. African American				
Campus Tested Population	5.0%	8.1%	7.0%	7.4%
Meeting Minimum Expectations	*	43.0%	80.00%	17.0%
District Meeting Minimum	76.0%	53.0%	52.0%	55.0%
State Meeting Minimum	76.0%	69.0%	65.0%	65.0%
4. Other				
Campus Tested Population	0.0%	1.2%	2.7%	0.0%
Meeting Minimum Expectations	*	*	2.00%	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	80.0%	91.9%	90.3%	88.9%
Meeting Minimum Expectations	92.0%	68.0%	72.0%	47.0%
District Meeting Minimum	84.0%	70.0%	68.0%	70.0%
State Meeting Minimum	81.0%	75.0%	72.0%	75.0%

* Represents no data report available due to fewer than 5 students tested

Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Skills Scores - 4th Grade Reading				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	91.0%	89.0%	86.0%	83.0%
STATE SCORES				
State Meeting Minimum	92.0%	90.0%	89.0%	88.0%
SCHOOL SCORES				
Meeting Minimum Expectations	92.0%	97.0%	92.0%	68.0%
Advanced - Percent Mastery	45.0%	43.0%	41.0%	22.0%
Number of students tested	92	65	76	79
Percent of total students tested	98.0%	97.0%	94.0%	98.0%
Number of students excluded	2	2	4	2
Percent of students excluded	2.0%	3.0%	6.0%	2.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	72.8%	76.9%	69.7%	79.8%
Meeting Minimum Expectations	93.0%	98.0%	94.0%	65.0%
District Meeting Minimum	88.0%	87.0%	84.0%	78.0%
State Meeting Minimum	89.0%	87.0%	85.0%	84.0%
2. Anglo				
Campus Tested Population	19.6%	15.4%	21.1%	17.7%
Meeting Minimum Expectations	94.0%	100.0%	94.0%	79.0%
District Meeting Minimum	96.0%	92.0%	90.0%	90.0%
State Meeting Minimum	96.0%	95.0%	95.0%	94.0%
3. African American				
Campus Tested Population	6.5%	6.2%	9.2%	2.5%
Meeting Minimum Expectations	83.0%	*	71.0%	*
District Meeting Minimum	77.0%	81.0%	78.0%	70.0%
State Meeting Minimum	86.0%	83.0%	82.0%	79.0%
4. Other				
Campus Tested Population	1.1%	1.5%	0.0%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	90.2%	93.8%	89.5%	91.1%
Meeting Minimum Expectations	93.0%	97.0%	93.0%	68.0%
District Meeting Minimum	87.0%	85.0%	82.0%	77.0%
State Meeting Minimum	88.0%	85.0%	84.0%	82.0%

* Represents no data report available due to fewer than 5 students tested

Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Scores - 4th Grade Mathematics				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	93.0%	88.0%	81.0%	82.0%
STATE SCORES				
State Meeting Minimum	94.0%	91.0%	87.0%	87.0%
SCHOOL SCORES				
Meeting Minimum Expectations	99.0%	95.0%	89.0%	66.0%
Advanced - Percent Mastery	14.0%	6.0%	35.0%	6.0%
Number of students tested	88	63	80	82
Percent of total students tested	98.0%	97.0%	94.0%	98.0%
Number of students excluded	2	1	3	2
Percent of students excluded	2.0%	3.0%	6.0%	2.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	75.0%	79.3%	72.5%	79.3%
Meeting Minimum Expectations	98.0%	96.0%	88.0%	68.0%
District Meeting Minimum	91.0%	86.0%	78.0%	79.0%
State Meeting Minimum	92.0%	89.0%	83.0%	84.0%
2. Anglo				
Campus Tested Population	18.2%	15.9%	20.0%	17.1%
Meeting Minimum Expectations	100.0%	90.0%	100.0%	64.0%
District Meeting Minimum	97.0%	91.0%	86.0%	88.0%
State Meeting Minimum	97.0%	95.0%	93.0%	93.0%
3. African American				
Campus Tested Population	5.7%	4.8%	7.5%	3.6%
Meeting Minimum Expectations	100.0%	*	67.0%	*
District Meeting Minimum	87.0%	81.0%	67.0%	65.0%
State Meeting Minimum	88.0%	82.0%	75.0%	73.0%
4. Other				
Campus Tested Population	1.1%	0.0%	0.0%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	90.0%	92.1%	90.0%	91.5%
Meeting Minimum Expectations	99.0%	95.0%	90.0%	64.0%
District Meeting Minimum	91.0%	84.0%	75.0%	76.0%
State Meeting Minimum	91.0%	87.0%	80.0%	81.0%

* Represents no data report available due to fewer than 5 students tested

Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Skills Scores - 4th Grade Writing				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	90.0%	89.0%	86.0%	84.0%
STATE SCORES				
State Meeting Minimum	89.0%	89.0%	90.0%	88.0%
SCHOOL SCORES				
Meeting Minimum Expectations	92.0%	90.0%	90.0%	62.0%
Advanced - Percent Mastery	26.0%	40.0%	38.0%	16.0%
Number of students tested	88	63	77	79
Percent of total students tested	99.0%	100.0%	95.0%	100.0%
Number of students excluded	1	0	4	0
Percent of students excluded	1.0%	0.0%	5.0%	0.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	72.7%	77.7%	71.4%	79.8%
Meeting Minimum Expectations	89.0%	92.0%	89.0%	63.0%
District Meeting Minimum	88.0%	88.0%	82.0%	81.0%
State Meeting Minimum	86.0%	87.0%	86.0%	85.0%
2. Anglo				
Campus Tested Population	20.5%	17.5%	20.8%	17.7%
Meeting Minimum Expectations	100.0%	82.0%	94.0%	57.0%
District Meeting Minimum	94.0%	91.0%	91.0%	89.0%
State Meeting Minimum	94.0%	92.0%	94.0%	92.0%
3. African American				
Campus Tested Population	5.7%	4.8%	7.8%	2.5%
Meeting Minimum Expectations	100.0%	*	83.0%	*
District Meeting Minimum	87.0%	87.0%	88.0%	67.0%
State Meeting Minimum	84.0%	83.0%	84.0%	80.0%
4. Other				
Campus Tested Population	1.1%	0.0%	0.0%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	89.8%	93.7%	89.6%	91.1%
Meeting Minimum Expectations	92.0%	90.0%	91.0%	60.0%
District Meeting Minimum	87.0%	86.0%	82.0%	79.0%
State Meeting Minimum	85.0%	85.0%	85.0%	83.0%

* Represents no data report available due to fewer than 5 students tested

Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in the percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Skills Scores - 5th Grade Reading				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	91.0%	88.0%	84.0%	79.0%
STATE SCORES				
State Meeting Minimum	92.0%	90.0%	87.0%	86.0%
SCHOOL SCORES				
Meeting Minimum Expectations	99.0%	81.0%	84.0%	69.0%
Advanced - Percent Mastery	46.0%	29.0%	34.0%	21.0%
Number of students tested	74	78	79	61
Percent of total students tested	99.0%	100.0%	94.0%	100.0%
Number of students exluded	1	0	5	0
Percent of students excluded	1.0%	0.0%	6.0%	0.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	71.6%	73.1%	79.7%	68.8%
Meeting Minimum Expectations	100.0%	79.0%	86.0%	69.0%
District Meeting Minimum	90.0%	85.0%	80.0%	73.0%
State Meeting Minimum	90.0%	86.0%	82.0%	79.0%
2. Anglo				
Campus Tested Population	24.3%	19.2%	15.2%	23.0%
Meeting Minimum Expectations	94.0%	87.0%	75.0%	64.0%
District Meeting Minimum	95.0%	93.0%	91.0%	87.0%
State Meeting Minimum	96.0%	95.0%	94.0%	93.0%
3. African American				
Campus Tested Population	4.1%	7.7%	5.1%	8.2%
Meeting Minimum Expectations	*	83.0%	*	80.0%
District Meeting Minimum	78.0%	77.0%	69.0%	69.0%
State Meeting Minimum	87.0%	83.0%	79.0%	76.0%
4. Other				
Campus Tested Population	0.0%	0.0%	0.0%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	91.9%	89.7%	96.2%	88.5%
Meeting Minimum Expectations	100.0%	80.0%	83.0%	67.0%
District Meeting Minimum	89.0%	83.0%	79.0%	72.0%
State Meeting Minimum	88.0%	84.0%	81.0%	78.0%

* Represents no data report available due to fewer than 5 students tested

Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Skills Scores - 5th Grade Mathematics				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	97.0%	94.0%	89.0%	85.0%
STATE SCORES				
State Meeting Minimum	96.0%	94.0%	92.0%	90.0%
SCHOOL SCORES				
Meeting Minimum Expectations	100.0%	96.0%	94.0%	89.0%
Advanced - Percent Mastery	34.0%	16.0%	29.0%	23.0%
Number of students tested	76	79	82	62
Percent of total students tested	99.0%	1OO%	94.0%	100.0%
Number of students excluded	1	0	5	0
Percent of students excluded	1.0%	0.0%	6.0%	0.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	72.4%	74.7%	80.5%	69.3%
Meeting Minimum Expectations	100.0%	95.0%	97.0%	93.0%
District Meeting Minimum	97.0%	92.0%	88.0%	83.0%
State Meeting Minimum	95.0%	93.0%	89.0%	87.0%
2. Anglo				
Campus Tested Population	23.7%	17.7%	14.6%	22.6%
Meeting Minimum Expectations	100.0%	100.0%	83.0%	79.0%
District Meeting Minimum	98.0%	96.0%	91.0%	89.0%
State Meeting Minimum	98.0%	97.0%	96.0%	95.0%
3. African American				
Campus Tested Population	3.9%	7.6%	4.9%	8.1%
Meeting Minimum Expectations	*	100.0%	*	80.0%
District Meeting Minimum	95.0%	88.0%	79.0%	67.0%
State Meeting Minimum	92.0%	89.0%	83.0%	78.0%
4. Other				
Campus Tested Population	0.0%	0.0%	0.0%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	89.5%	92.4%	96.3%	88.7%
Meeting Minimum Expectations	100.0%	96.0%	94.0%	87.0%
District Meeting Minimum	96.0%	91.0%	86.0%	79.0%
State Meeting Minimum	94.0%	91.0%	88.0%	84.0%

* Represents no data report available due to fewer than 5 students tested

Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Skills Scores - 6th Grade Reading				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	90.0%	86.0%	85.0%	85.0%
STATE SCORES				
State Meeting Minimum	88.0%	85.0%	86.0%	84.0%
SCHOOL SCORES				
Meeting Minimum Expectations	87.0%	88.0%	88.0%	74.0%
Advanced - Percent Mastery	40.0%	33.0%	36.0%	14.0%
Number of students tested	83	73	58	69
Percent of total students tested	100.0%	99.0%	100.0%	99.0%
Number of students excluded	0	1	0	1
Percent of students excluded	0.0%	1.0%	0.0%	1.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	75.9%	83.6%	69.0%	69.6%
Meeting Minimum Expectations	83.0%	87.0%	93.0%	71.0%
District Meeting Minimum	86.0%	82.0%	81.0%	80.0%
State Meeting Minimum	82.0%	78.0%	78.0%	77.0%
2. Anglo				
Campus Tested Population	19.3%	12.3%	22.4%	24.6%
Meeting Minimum Expectations	100.0%	89.0%	85.0%	76.0%
District Meeting Minimum	95.0%	92.0%	91.0%	91.0%
State Meeting Minimum	95.0%	93.0%	93.0%	92.0%
3. African American				
Campus Tested Population	4.8%	4.1%	8.6%	5.8%
Meeting Minimum Expectations	*	*	60.0%	*
District Meeting Minimum	81.0%	76.0%	79.0%	78.0%
State Meeting Minimum	81.0%	77.0%	79.0%	77.0%
4. Other				
Campus Tested Population	0.0%	0.0%	0.0%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	90.4%	91.8%	84.5%	76.8%
Meeting Minimum Expectations	85.0%	88.0%	86.0%	72.0%
District Meeting Minimum	84.0%	79.0%	80.0%	79.0%
State Meeting Minimum	81.0%	77.0%	77.0%	76.0%

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Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of total students tested for 2000-2001 and 2001-2002.

Texas Assessment of Academic Skills Scores - 6th Grade Mathematics				
	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
DISTRICT SCORES				
District Meeting Minimum	96.0%	93.0%	88.0%	87.0%
STATE SCORES				
State Meeting Minimum	93	91	88	86
SCHOOL SCORES				
Meeting Minimum Expectations	100.0%	96.0%	95.0%	87.0%
Advanced - Percent Mastery	23.0%	11.0%	14.0%	9.0%
Number of students tested	88	75	58	69
Percent of total students tested	100.0%	99.0%	100.0%	99.0%
Number of students excluded	0	1	0	1
Percent of students excluded	0.0%	1.0%	0.0%	1.0%
SUBGROUP SCORES				
1. Hispanic				
Campus Tested Population	77.3%	84.0%	69.0%	69.6%
Meeting Minimum Expectations	100.0%	97.0%	98.0%	88.0%
District Meeting Minimum	96.0%	92.0%	86.0%	84.0%
State Meeting Minimum	91.0%	87.0%	83.0%	81.0%
2. Anglo				
Campus Tested Population	18.2%	12.0%	22.4%	24.6%
Meeting Minimum Expectations	100.0%	89.0%	92.0%	88.0%
District Meeting Minimum	97.0%	95.0%	91.0%	93.0%
State Meeting Minimum	97.0%	96.0%	94.0%	93.0%
3. African American				
Campus Tested Population	4.5%	4.0%	8.6%	5.8%
Meeting Minimum Expectations	*	*	80.0%	*
District Meeting Minimum	93.0%	91.0%	84.0%	76.0%
State Meeting Minimum	88.0%	84.0%	79.0%	75.0%
4. Other				
Campus Tested Population	0.0%	0.0%	0.0%	0.0%
Meeting Minimum Expectations	*	*	*	*
District Meeting Minimum	*	*	*	*
State Meeting Minimum	*	*	*	*
5. Economically Disadvantaged				
Campus Tested Population	90.9%	92.0%	84.5%	76.8%
Meeting Minimum Expectations	100.0%	97.0%	94.0%	85.0%
District Meeting Minimum	94.0%	90.0%	83.0%	83.0%
State Meeting Minimum	90.0%	86.0%	82.0%	80.0%

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Note: Special Education students taking the State Developed Alternative Assessment (SDAA) are included in percent of students tested for 2000-2001 and 2001-2002.