

REVISED 3/24/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name El Magnet at Reagan Elementary
(As it should appear in the official records)

School Mailing Address P.O. Box 3912 2321 E. 21st Street
(If address is P.O. Box, also include street address)

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

County Ector School Code Number* 068901118

Telephone (432) 366.3321 Fax (432) 368.3251

Website/URL www.ector-county.k12.tx.us/schools/Rea Email absheras@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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Alfred Wendell Sollis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ector County Independent School District Tel. (432) 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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. William Rives
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 25 Elementary schools
 0 Middle schools
 6 Junior high schools
 4 High schools
 Other

 35 TOTAL
2. District Per Pupil Expenditure: \$6,394

 Average State Per Pupil Expenditure: \$8,029

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. 2 Number of years the principal has been in her/his position at this school.
1 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	42	44	86	8			
1	35	51	86	9			
2	33	54	87	10			
3	43	41	84	11			
4	34	49	83	12			
5	34	41	75	Other			
6	38	26	64				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							565

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>51</u> | % White |
| <u>4</u> | % Black or African American |
| <u>37</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>3</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 2 %

(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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	565
(5)	Subtotal in row (3) divided by total in row (4)	.019
(6)	Amount in row (5) multiplied by 100	1.946

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

Number of languages represented: 7

Specify languages: English, Spanish, Pushto, Kanada, Filipino, Visayan, Indian

9. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 115

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{4}{20}$ % 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> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>20</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> </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>26</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>40</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 17:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	96%	95%	96%	95%
Teacher turnover rate	11%	17%	11%	16%	3%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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

Reagan Magnet School in Odessa, Texas, sits nestled in a town better known for *Friday Night Lights* football mania, rednecks, roughnecks, and rowdy bars. Reagan was established in 1984 as the District’s Academic Academy as part of a court-ordered desegregation plan to integrate schools within our District. This academic bright light among the dusty West Texas plains offers a rigorous academic program that includes integrated subject-matter content and critical thinking skills. Students must maintain a 95% attendance rate, exhibit outstanding citizenship, and commit to nightly homework assignments. Children applying for Kindergarten are screened with the Bracken Basic Concept Scale; students applying for grades one through six are screened with the Iowa Test of Basic Skills (ITBS). Scores of 50% or above determine a child’s eligibility. Qualified students are selected from a lottery. Reagan is further charged with maintaining a student population ratio of approximately 50% minority and 50% Anglo.

The Reagan vision of *Producing World Class Scholars* and the *Tradition of Excellence* established from its beginning requires families and staff who come to Reagan to make a strong commitment to maintain our unique culture. Despite a physical plant built in 1956 that resembles elementary schools of old, when one walks under the arch with the *Tradition of Excellence* sign, it becomes apparent that this is not just your typical elementary school. The student population of 565 children is 51% Anglo, 37% Hispanic, 5% African American, 3% Asian, and 3% other, or 49% minority population. The school has 20% of its children qualified for free or reduced lunch. Even though few of the children are served with bilingual education, seven different languages are represented in the student population. Odessa, Texas, is not far from the Mexican border and is below the national average for income and college-educated families, yet the children from Reagan Magnet School outscore elementary school populations that are totally comprised of gifted and talented children as well as neighborhood schools in the most elite and highly professional suburbs. The state’s accountability system rates schools “Exemplary” if all of the school’s population groups (economically disadvantaged, Hispanic, African American, and Anglo) have a 90% passing rate on the Texas Assessment of Knowledge and Skills (TAKS). Reagan scored 100% in reading, math, and writing. We also led the state in the percentage of children scoring in the “Commended” range, individual scores above 90%, which is a goal stressed in our campus plan.

Reagan Mission Statement

The Elementary Magnet School at Reagan is committed to the belief that each student will develop to his/her potential within a positive learning community. Our students will demonstrate exemplary personal character, social responsibility, and intellectual, emotional, and physical excellence.

This mission or the vision of *Producing World Class Scholars* is played out constantly as Reagan Magnet has been privileged to receive the following awards and recognitions in the last three years:

Texas Business Education Coalition/Just for the Kids – Named a top performing school in the state compared to schools with similar demographics

Texas Education Agency Exemplary School – 10 years

Texas Mentor School

Texas Pathfinders Coalition

Region 18 Demonstration Site for Gifted and Talented Education

Jump Rope for Heart and Hoops for Heart: National, State, and Regional winner

Texas Monthly Magazine Five Star Rating

City gymnastics, football and pep squad champions

Numerous staff and student award winners

Reagan Magnet encompasses four sections of Kindergarten through fourth grade in self-contained classrooms, and three sections of fifth and sixth grade with teachers that departmentalize science, math, and reading/social studies instruction. A strong team of special area teachers including an innovative Spanish/technology instructional program are an integral part of a student's experience at Reagan Magnet.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Narrative

Texas has been a national trend-setter in challenging student accountability with standardized testing. Since 2002, the state has required testing of third – eleventh grade students in various subjects. At our elementary campus, all third through sixth grade children take a reading and math test, plus fourth grade is tested in writing, and fifth grade tests science. The Texas Assessment of Knowledge and Skills (TAKS) is extremely rigorous, according to researcher Margaret Kilgo, with many questions requiring multiple steps at Benjamin Bloom's top levels or hierarchy of questioning.

Our campus performance on the state's assessments has consistently been "Exemplary" in the ten years of the state rating system, meaning that 90% of all student populations passed the test. In 2002 in all tests combined, Reagan had a 99.4% passing rate followed by a 98.8% passing rate in 2003. In spring 2004 100% of our students passed TAKS reading, writing, and math, with 96% of our students passing the fifth grade science. These are the highest scores Reagan has ever recorded and the second highest in the state using the data analysis provided by Marilyn Kuehlem from the Texas Education Agency (TEA). Emphasis on each child's academic growth has led to impressive gains in children scoring "Commended" in the two years that the state has had this criterion. "Commended" performance occurs when a child's individual score is above 90% on the TAKS test.

Improving from a passing score to above 90% required the staff to focus on analyzing the strengths and gaps of each individual child and provide exceptional intervention techniques, as well as escalating children into the position of assessment writers. For example in fourth grade, math students developed their own resource materials on reasonableness and probability. Notebook paper was divided into quadrants and the children each defined the terms in their own words, illustrated examples of the concept in multiple ways like drawing marbles from a bag, rolling dice, etc. and then developed assessment questions for every term. The questions included written explanations for the process and content steps to solve the problem as well as answer choices with reasons why each response could be correct or incorrect. The children became so enthused that they developed the most difficult assessments we had ever used and

had the highest scores. As children synthesized the information for themselves, developed authentic, rigorous evaluation materials, and practiced metacognition in the analysis of their questions and answer choices, their commended scores in math went from 48% in 2003 to 67% in 2004! The shift to student-written assessments and student involvement in higher-end learning has created a synergy for excellence that far surpasses the image of a *Friday Night Lights*' stereotypical student. Data tables are attached showing the tremendous progress of our children at the Commended Performance level.

Even though our school is approximately 50% minority and 20% economically disadvantaged, every child passed the reading, math, and writing portions of the test. In addition, none were exempt or absent from the testing. On the challenging fifth grade science test, three children failed the test. One was Hispanic, one was African-American, and one was Anglo, revealing there is no discrepancy between population groups. 42% of our children scored "Commended" compared to 9% statewide reaching this goal in science. State and school data analysis information may be viewed at the following website: www.tea.state.tx.us or www.just4kids.org.

2. Use of Assessment Data to Improve Student and School Performance

Gathering instructional data, disaggregating it, and studying the results to make decisions is a critical part of improving individual and school performance. Reagan Magnet School employs a variety of methods and assessments to monitor achievement. Teachers begin each fall with staff and individual professional development based on the spring TAKS results for the entire school as well as scores of individual children in their class. Through careful disaggregation of the assessment information, teachers are able to determine student strengths and weaknesses by objectives and modify instruction to meet the needs of individual students. Each staff member analyzes their own results for children scoring "Commended" and makes comparisons on specific targets across classrooms to gain assistance from fellow teachers' strengths. Strong collaboration both horizontally and vertically between teachers ensures that children are provided our best lessons and strategies to meet the targets. At the beginning of this year, our entire staff spent a full day and a half analyzing earth science curriculum across grade levels based on the objectives our children missed. Each grade level developed lessons and assessments to raise weaknesses to strengths.

In addition to this cumulative review, it is essential to assess children frequently as we analyze or unpack the different objectives to ensure they have each prerequisite skill. Short teacher and student-developed assessments using Margaret Kilgo's questioning techniques are given at least bi-weekly with children journaling solutions. This metacognition by the children is a leading assessment strategy as the thinking process is unraveled for the instructor to monitor and make adjustments. District benchmark assessments are also thoroughly analyzed, and children journal their problem-solving process for teacher analysis.

Another important assessment tool is classroom walk throughs. The principal and assistant principal are trained in a monitoring tool that focuses on the instructional target being taught, the level of instruction, and how it is assessed for mastery. We are striving to observe high-yield teaching strategies at Bloom and Erickson's top levels in approximately 50% of our walk throughs.

3. Communication of Student Performance

Celebrating successful achievement and public disclosure are important components of the accountability process for parents. Reagan implements a multi-layered process to communicate student achievement information. When the school's results on the state assessment are known, a school-wide announcement is made to celebrate and share the accomplishments of the children and their teachers. Student reports are immediately sent home. Teachers make phone calls during the day and have conferences discussing the results with the children and their parents. Officials from the District release information to the media regarding District and individual school performance which is published in the paper. We started this fall with flyers sent home and posted in the school halls noting our accomplishments of 100% passing all three tests as well as the sharp gains in "Commended Performance." Notification by the Texas Business Education Coalition as one of the "Top 15 Schools in Texas" brought significant publicity throughout all media sources for our school.

Each fall the school conducts a thorough data analysis with the parents during the orientation meetings with each grade level. We review individual questions and objectives that the school needs to address and share ways the parents can assist. In February, staff and parent meetings are held to discuss the test procedures and implications of the scores. Copies of the School Report Card provided by the Texas Education Agency are also sent home with each child.

Probably the most effective communication of data occurs throughout the school year through student-led conferences and ongoing two-way communication between the school and home. In the student-led conference format, the children take ownership for their learning and share with the parent their goals and progress. Staff communication concerning benchmark results and three-week progress reports occur as well as notification to parents whose child needs additional academic support. The report describes the child's status and the intervention strategies that will be implemented to accelerate instruction.

4. Sharing Success With Other Schools

The recognition that Reagan has received for outstanding student performance is an incredible honor, yet it is imperative to treat this success in a collaborative, cooperative manner versus one of competition with other schools in our area. Some of the more common ways we share our success is through welcoming visitors from other schools, having teachers conduct professional development sessions for district, regional, and state audiences, as well as having teachers develop our District's scope and sequence and the writing of district benchmark assessments. The principal has shared best practices through meetings at the district and state level. An exciting medium employed this year has been our web-site. We are posting student and faculty-developed newsletters, lessons, and ideas on the site for others throughout the world to use. We have served as a mentor school for the Region 18 Service Center, been involved in three state "Share the Success" seminars for top performing schools, and booklets explaining our practices have been sent to all schools in the state from the Just for the Kids organization.

Over the next couple of years, we hope to lead sessions at the district and state level at technology workshops discussing our *Crossing Borders* Spanish/technology initiative with student presenters. We have students working on a brochure and video to highlight our best practices. As we share our school's story, we are the true beneficiaries as we learn from other schools' personnel. This tremendous opportunity to go outside our school walls helps us to update and modify our instructional strategies to meet the constantly changing needs of student learners and our adult learning community!

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum and Instruction

Reagan Magnet School has a twenty-year history of academic excellence and has fulfilled its promise to produce successful scholars. Throughout the years, efforts in staff development have focused on meeting the needs of high-end learners through an interdisciplinary curriculum. Utilizing the state adopted textbooks in science, social studies, math, and language arts as the starting point, teachers focus on integrating other resource materials to provide a rich and rigorous program. The curriculum includes the basics of the state-mandated *Texas Essential Knowledge and Skills* (TEKS) yet Kaplan’s model of *Depth and Complexity* is the cornerstone of the curriculum at Reagan Magnet. Adopting the Kaplan model of scholarly behaviors and *Depth and Complexity* allows schools to implement thematic interdisciplinary curriculum that provides challenging exercises for all students, including advanced learners. Universal themes and applicable generalizations are designated for use by specific grade levels with icons recognizable by the children. For example, the icon of a glass of liquid with a straw translates to “develop a thirst for knowledge.” When teachers are emphasizing that component, children are to test the knowledge learned, keep a list of unanswered questions for future investigations, and develop a passion for the topic. Consistent themes which require scholarliness and a deep, complex look at the school’s curriculum are a collaborative learning process between the teachers and the students. With the state accountability system’s focus on the Texas Assessment of Knowledge and Skills (TAKS) our school has blended the Kaplan model with Margaret Kilgo’s work to teach students to practice metacognition. Through modeling, children learn to analyze questions, describe the steps they took to correctly answer the question, and eventually create their own complex questions with answer choices and explanations.

Research done by Marzano, et al. in the book *Classroom Instruction that Works* has identified the most effective ways to engage children actively in the curriculum; therefore, Reagan emphasizes identifying similarities and differences, summarizing, note taking, non-linguistic representations, and advanced questioning techniques as integral parts of the active and authentic cooperative learning taking place in the classroom.

Emphasis is placed on the *Writing Process* and journaling throughout all content areas. *Kid Writing* introduces Kindergarten to the writing process, and by fourth grade students actually are writing their own composition textbook. Journaling in math and science and collaborative scoring of compositions using rubrics elevates the writing of all children at Reagan. Reinforcement and recognition for writing culminates in the annual *Young Authors’ Celebration* in May of each year where all students in Kindergarten through sixth grade exhibit their published book. Children who remain at Reagan throughout elementary have authored, illustrated, and published seven books.

In an effort to accentuate our foreign language curriculum and assist children and staff in technology skills, we spent the summer planning an innovative approach that has allowed our staff to learn alongside students in a risk-free environment with support from the two Spanish teachers and a student technology team. *Crossing Borders* is our title for fusing technology curriculum into the Spanish language content. Due to limited funds and resources for technology personnel and training, this innovative model utilizing two foreign language teachers to teach technology requirements through Spanish has produced an excitement throughout the building. Our children are often the ones who cross the borders to become the teachers in both technology and foreign language curriculum in this collaborative model.

The adaptation of the state TEKS and adopted textbooks through Kaplan’s model of *Depth and Complexity*, with Kilgo’s metacognition skills, as well as students’ extension of their learning with art and

other non-linguistic representations in numerous projects, results in habits of excellence and our student performance leading the state at the exemplary level.

2. Reading Curriculum

Reagan Magnet School believes that reading is fundamental to opening the treasure chest of all knowledge. Recognizing the individual learning styles of children, varied activities and strategies are incorporated into the District-mandated *Guided Reading* program. This program was chosen by the Texas Education Agency due to extensive reading research. Ongoing staff development of balanced literacy strategies allows teachers to individualize instruction in this critical skill area. Using a District-developed assessment program, *Early Reading Assessment* (ERA), all teachers in grades Kindergarten through second grade assess students' word recognition, fluency, and comprehension in order to form small reading groups. First grade students in need of a concentrated intervention are placed in the *Reading Recovery* program for one-on-one instruction with a specialist. A reflection of the *Reading Recovery* program is seen in the regular classroom with primary teachers maintaining running records of each student to keep assessment current. A formal assessment provided by the state, *Texas Primary Reading Institute* (TPRI), provides excellent documentation for each student's development in reading.

Third grade teachers utilize strategies from the *Texas Reading Academy* and keep running records as well. In addition to the use of the state-adopted basal for all readers, *Soar to Success* is an intervention program available for struggling students. With students in this grade level facing the TAKS test for the first time, comprehension and fluency are emphasized.

The District-adopted basal, newspapers, trade books, and other materials specifically aligned to the Texas Essential Knowledge and Skills (TEKS) form the core of the reading program in the upper grades with assessment focused on Margaret Kilgo's question analysis. Crossing all disciplines, reading and novel studies are closely correlated with social studies. Novels with science and mathematical themes, however, are being introduced with success. *Accelerated Reader* (AR) is used in the classroom as additional practice for students to develop fluency and comprehension and to simply develop a joy for reading and allow student choice.

3. Curriculum Choice, Writing

Writing is a critical component of Reagan's curriculum. The entire school community believes the ability to write is fundamental for all children and maintains our *Tradition of Excellence*. During the 2003-2004 school year, the research of Doug Reeves on writing frequency increasing proficiency across all grade levels was analyzed and discussed during horizontal staff development meetings. We also included collaborative scoring of compositions among staff members.

Innovative approaches to writing surface at all grade levels. The *Kid Writing* program in Kindergarten immerses the very young child in writing as early as the second day of school. Kindergarten students are monitored and assessed daily through their journal writing. The majority of children produce a full-page composition. Editing their writing individually and with their peers is also introduced from Kindergarten. The *Writing Process* is vertically aligned in Kindergarten through sixth grade, resulting in a smooth transition into more sophisticated writing and research. Vocabulary development is emphasized at all grade levels, with the upper grades particularly studying SAT vocabulary words through nonlinguistic approaches when possible.

Writing is the foundation activity in fourth grade. At this grade level students first experience the state TAKS writing exam. Students tackle a year-long project--actually developing a writing textbook for

fourth grade. Fourth grade students also exhibit very creative ideas and approaches in their writing pieces, and 100% passed the rigorous two-page composition and skills test.

The success of student writing culminates at the end of the year when a school-wide *Young Authors' Celebration* is held in May. Every child publishes a book, bound and illustrated. Parents and members of the community are invited to come during the day to read and view the collection. This event further reflects our campus mission statement by being "...committed to the belief that each student will develop to his potential within a positive learning community."

4. Instructional Methods for Student Improvement

Sharing content with children to ensure active, authentic engagement requires an ongoing search and refinement. Strategies with proven success, such as Margaret Kilgo's analysis of the levels of questioning on the TAKS assessments are utilized throughout all grade levels. As children transition to another subject they often start with a short *Do Now* question that requires children's analysis of the question and metacognition of the answer process. Progression into student-generated assessment items, with student analysis of the process steps needed to solve a problem, have proven particularly effective in raising scores to the *Commended Performance* level.

A faculty study of Marzano's, et. al., *Classroom Instruction that Works* has further strengthened the staff's implementation of strategies proven to engage students with the most effective means of delivering instruction. Reagan's implementation of scholarly behaviors with Kaplan's *Depth and Complexity* requires students to take responsibility for their learning. Faculty meetings focus on sharing student work utilizing the high-yield strategies to increase understanding and implementation by other teachers. Visits to other teachers' classes to view best practices are also encouraged.

Constant monitoring and assessment of student performance is crucial for identifying areas of weakness in the curriculum as a whole as well as the performance of each individual student. Grade-level and individual teacher quarterly coaching meetings take place where student performance on District benchmark assessments are analyzed, student progress is reviewed, and strategies for at-risk students are initiated. Discussion time is spent on the most successful delivery methods of the instruction to foster best practices among the staff. The entire staff teaming together for the success of each child is a concept at Reagan Magnet School that engenders *A Tradition of Excellence*. At-risk students are directed to experts in a particular field for necessary assistance. All instructors are aware of students' needs and incorporate strategies to assist students in making connections. An active tutoring program exists for students in need of intervention. Students are placed in small groups for reinforcement of learning, yet teachers often work one-on-one with students if necessary.

5. Staff Development

Meaningful staff development is essential for a campus to keep pace with new and innovative strategies for curriculum and instruction, yet we are an isolated area and a school with limited funding and professional resources. A major focus for the past two years at Reagan has been the incorporation of technology for both teachers and students through a model we call *Crossing Borders*. A collaborative effort to instruct students and staff simultaneously in the foreign language classroom with technology expertise has resulted in both teacher and student honing their skills in technology and advancing in conversational Spanish. Students have excitedly taken the lead in technology expertise and crossed the border into the instructional leader for technology skills.

Having a dedicated, highly professional staff that embraces new philosophies has attributed to the outstanding student success that has been maintained for years. Kaplan's *Depth and Complexity* was

established at Reagan to meet the needs of high-end learners. The basic elements of *Depth and Complexity*, scholarly behavior, point of view, and the use of a thematic interdisciplinary curriculum, spiral vertically throughout grade levels. The model has withstood the test of time and yearly sessions enhance the practices.

Primary teachers are trained in *Guided Reading* and *Reading Recovery* strategies. Running records of all students' reading abilities enable the teacher to individualize instruction. Follow-up staff development is conducted to ensure there is a transfer of learning to the students.

Teachers are also given time provided by the District to deeply probe into assessment and student performance. The principal served as a District trainer in *Power Standards and Assessment*. Margaret Kilgo's strategies for disaggregating and evaluating TAKS test data as well as studying questions and the content and process steps to solve them have been effective in elevating the instruction of children as well as identifying teachers' strengths in instructional delivery methods.

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	80%	68%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	99%	99%	99%
Number of students tested	86	85	83	86	85
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	83%	82%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	90%	86%
Number of students tested	13	11	10	10	10
2. African American					
(TAKS) % Commended Performance	-	-	NA	NA	NA
			NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	83%	100%	
Number of students tested	4	3	6	8	5
3. Hispanic					
(TAKS) % Commended Performance	90%	59%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	30	29	28	28	34
4. White					
(TAKS) % Commended Performance	74%	78%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	98%	98%
Number of students tested	74	46	42	42	43
STATE SCORES					
(TAKS) % At or above Commended Performance	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	86%	87%

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

Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	47%	45%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	99%	100%	98%
Number of students tested	86	84	84	86	85
Percent of total students tested	100%	99%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
<i>1. Economically Disadvantaged</i>					
(TAKS) % Commended Performance	18%	40%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	71%
Number of students tested	11	11	10	10	10
<i>2. African American</i>					
(TAKS) % Commended Performance	-	-	NA	NA	NA
(TAKS) % Met Standard			NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	
Number of students tested	4	3	6	8	5
<i>3. Hispanic</i>					
(TAKS) % Commended Performance	41%	34%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	100%	100%
Number of students tested	29	29	28	28	34
<i>4. White</i>					
(TAKS) % Commended Performance	47%	48%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	98%
Number of students tested	47	46	42	42	43
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	18%	NA	NA	NA
(TAKS) % At or Above Met Standard	90%	90%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	82%	80%

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

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills
Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	68%	62%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	82	85	88	86	83
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	60%	44%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	14	12	12	9	13
2. African American					
(TAKS) % Commended Performance	-		NA	NA	NA
(TAKS) % Met Standard			NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%		
Number of students tested	3	5	7	5	2
3. Hispanic					
(TAKS) % Commended Performance	68%	55%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	28	31	31	34	36
4. White					
(TAKS) % Commended Performance	70%	68%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	46	41	43	45	41
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	85%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	89%

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

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	67%	48%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	82	84	88	86	83
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	50%	22%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	14	12	12	9	13
2. African American					
(TAKS) % Commended Performance	-		NA	NA	NA
(TAKS) % Met Standard			NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%		
Number of students tested	3	5	7	5	2
3. Hispanic					
(TAKS) % Commended Performance	54%	48%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	28	31	31	34	36
4. White					
(TAKS) % Commended Performance	76%	55%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	46	40	43	45	41
STATE SCORES					
(TAKS) % At or above Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

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

Texas Fifth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	64%	48%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	73	84	78	79	80
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	67%	20%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	9	7	8	11	10
2. African American					
(TAKS) % Commended Performance	-	33%	NA	NA	NA
(TAKS) % Met Standard		100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	4	6	5	2	4
3. Hispanic					
(TAKS) % Commended Performance	57%	39%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	28	31	30	33	27
4. White					
(TAKS) % Commended Performance	72%	59%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	36	41	41	39	41
STATE SCORES					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

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

Texas Fifth-Grade Criterion-Referenced Math Test

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	81%	55%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	73	85	78	79	80
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	83%	60%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	9	7	8	11	10
2. African American					
(TAKS) % Commended Performance	-	33%	NA	NA	NA
(TAKS) % Met Standard		100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	4	6	5	2	4
3. Hispanic					
(TAKS) % Commended Performance	79%	68%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	28	31	30	33	27
4. White					
(TAKS) % Commended Performance	83%	52%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	36	42	41	39	41
STATE SCORES					
(TAKS) % At or above Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%

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

Texas Sixth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	70%	61%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	81	80	74	79	80
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	60%	43%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	9	9	9	8	4
2. African American					
(TAKS) % Commended Performance	67%		NA	NA	NA
(TAKS) % Met Standard	100%		NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	6	5	2	4	1
3. Hispanic					
(TAKS) % Commended Performance	66%	60%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	29	30	33	27	28
4. White					
(TAKS) % Commended Performance	76%	60%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	38	43	34	40	40
STATE SCORES					
(TAKS) % At or above Commended Performance	28%	25%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88%	85%	86%

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

Texas Sixth-Grade Criterion-Referenced Math Test

Subject Math Grade 6 Test Texas Assessment of Knowledge and Skills
Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	74%	63%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	81	81	74	79	80
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	60%	71%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	9	9	9	8	4
2. African American					
(TAKS) % Commended Performance	50%	20%	NA	NA	NA
(TAKS) % Met Standard	100%		NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA			
Number of students tested	6	5	2	4	1
3. Hispanic					
(TAKS) % Commended Performance	76%	67%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	29	30	33	27	28
4. White					
(TAKS) % Commended Performance	74%	64%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	38	44	34	40	40
STATE SCORES					
(TAKS) % At or above Commended Performance	22%	16%	NA	NA	NA
(TAKS) % At or Above Met Standard	77%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	93%	91%	88%

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