
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

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

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

School Mailing Address 8200 Highway 1431 West
(If address is P.O. Box, also include street address)

Granite Shoals Texas 78654-8256
City State Zip Code+4 (9 digits total)

Tel. (830) 798-3650 Fax (830) 598-9349

Website/URL http://www.mfisd.txed.net/hles/default.htm E-mail kfrench@mfisd.txed.net

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Ryder Warren
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Marble Falls Independent School District Tel. (830) 693-4357

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. Richard Giesecke
(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 _____

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 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 1998.
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.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

1. Number of schools in the district:

___1___	Elementary schools
___1___	Middle schools
___	Junior high schools
___1___	High schools
___3___	Other (Briefly explain)
	Primary – PK-2
	Elementary – 3 -5
	Falls Alternative High School
___6___	TOTAL

2. District Per Pupil Expenditure: \$7267.00
 Average State Per Pupil Expenditure: \$7088.00

HIGHLAND LAKES ELEMENTARY SCHOOL

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input checked="" type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students 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	50	46	96		7			
1	46	32	78		8			
2	46	32	78		9			
3	58	34	92		10			
4	42	40	82		11			
5	35	37	72		12			
6					Pre-K	32	39	71
TOTAL STUDENTS IN THE APPLYING SCHOOL →								569

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>40.5</u> | % White |
| <u>1.4</u> | % Black or African American |
| <u>57.4</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>.7</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 22%

(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 <i>to</i> the school after October 1 until the end of the year.	47
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	76
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	123
(4)	Total number of students in the school as of October 1	560
(5)	Subtotal in row (3) divided by total in row (4)	.22
(6)	Amount in row (5) multiplied by 100	22

8. Limited English Proficient students in the school: 28.8%
164 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 76.3%

424 Total Number Students Who Qualify

10. Students receiving special education services: $\frac{11.9}{68} \%$ 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> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 29 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 27 </u> Speech or Language Impairment
<u> 5 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> 2 </u> Visual Impairment Including Blindness
	<u> 4 </u> Emotional Disturbance

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> 31 </u>	<u> </u>
Special resource teachers/specialists	<u> 16 </u>	<u> </u>
Paraprofessionals	<u> 18 </u>	<u> </u>
Support staff	<u> 4 </u>	<u> </u>
Total number	<u> 71 </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 18.35

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.)

	2002-03	2001-02	2000-01	1999-00	1998-99
Daily student attendance	96.35%	96.19%	95.98%	95.7%	95.31%
Daily teacher attendance	93.60%	94.60%	93.10%	94.2%	93.90%
Teacher turnover rate	6 %	18 %	17 %	8 %	8 %
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Located six miles west of Marble Falls in the rural Texas Hill Country, Highland Lakes Elementary School (HLES) serves 569 students pre-K through grade 5, with 76.3% of the students qualifying for free or reduced-priced meals. HLES has the highest percentage of economically disadvantaged students in the Marble Falls Independent School District; therefore we are a Title I Schoolwide campus. Our students are 40.5% White, 57.4 % Hispanic, 1.4% African American, .7% other minorities, 28.8% Limited English Proficient, and 11.9 % receive special education services.

This is a high-energy school served by a committed staff. Since the school opened over six years ago, we have communicated this enthusiasm to our parents/community. All our events, such as Open House, AR/Reading Family Night, Fall and Spring Book Fairs, Math Night, Science Fair, monthly PTO programs, annual choir programs, and award programs are well attended by parents and other family members. Volunteers are a very important part of our campus. Our students and their parents value the importance of school. This year the entire student population is averaging over 97% attendance.

As part of the Marble Falls ISD, Highland Lakes Elementary School is registered with the U.S. Department of Education's National Center for Education Statistics. Our web site address is: <http://www.mfisd.txed.net/hles/default.htm>.

As posted on our web site and prominent places throughout our building, the mission of Highland Lakes Elementary is to create a safe environment in which each child is inspired to achieve personal excellence in acquiring knowledge and thinking skills, making responsible decisions, and respecting the value and rights of self and others.

Our Vision for HLES is shared by Marble Falls ISD:

- Guarantee that every student will be fully prepared to take risks and accept the challenges needed to succeed at any rigorous academic, technological, social, or vocational endeavor.
- Maximize academic achievement for each learner using traditional and nontraditional instruction and technology to complement and broaden the learning experience.
- Develop staff and student partnerships that create an academically challenging educational environment, which promotes self-governance, personal accountability, responsible lifelong learning, and positive global citizenship.
- Assure that every student and staff member sees the community as a classroom and each classroom as a community, creating unique and innovative partnerships for student success.

The *No Child Left Behind* concept was applied at Highland Lakes Elementary School before being enacted into law. We opened 6 years ago amidst a sea of construction workers, complete with hammers and hard hats. Given the demographics of our student population and their barriers to learning, concerns existed that HLES would be a low performing school; however, because of our commitment to excellence our students have succeeded academically. In 2002, the Texas Education Agency (TEA) awarded HLES the Texas Gold Performance Acknowledgement in the area of reading. Now our school leads the district in state mandated test scores and has been a TEA Recognized Campus for the last four years. Our goal is to be an Exemplary School where all children achieve at a success rate of over 90% in reading, math, writing, and science on the state mandated assessment (TAKS).

For our students, staff, and community . . . **nothing is impossible!**

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment data measuring students' mastery of the state mandated curriculum, Texas Essential Knowledge and Skills (TEKS) was measured by the TAAS – Texas Assessment of Academic Skills (1999-2002) and TAKS – Texas Assessment of Knowledge and Skills (2003).

- Highland Lakes Elementary School opened during the 1998-1999 school year.
- A comparison of the reading and math scores from 1999 to 2003 indicate an increase in percentile points in the three grades tested.
- All sub-groups in all grades have improved.
- Reading
 1. The Hispanic sub-group has had an increase and scored higher than the white students in each grade.
 2. The white sub-group has maintained scores in the 90's with the exception of third grade which scored 87 in 1999.
 3. The economically disadvantaged sub-group at grade three has made a meaningful gain from 1999 to 2003.
 4. The economically disadvantaged subgroup at grades four and five have maintained scores in the 90's.
- Math
 1. Scores during the five years have increased in all levels for all sub-groups.
 2. Third grade has made the greatest gain in their scores.

The Hispanic sub-group has made significant gains each year in all grades, often achieving higher scores than the white sub-group.
 3. The white sub-group has increased scores and/or maintained scores in the 90's for all grades with the exception of fifth grade.
 4. The economically disadvantaged sub-group at each level has also substantially increased, at times greater than the white sub-group at that grade level.

2. Use of assessment data to improve performance:

- TAAS/TAKS assessment results in reading, math, writing, and science are analyzed utilizing the Academic Excellence Indicator System (AEIS) from the Texas Educational Agency to evaluate scope and sequence of the curriculum along with instructional materials/programs utilized.
- Comparisons of data indicate trends, patterns, strengths and weaknesses which the staff addresses through adjustments in teaching strategies, educational materials utilized, organization of the school day and the time frame of instructional objectives.
- Results of the 2003 Oral Proficiency Test, given to incoming kindergarten students, indicated that 23 of 64 English speaking students were classified as one step above the Limited English category. Testing also indicated that 19 of 34 Spanish dominant students were at the lowest level of oral Spanish fluency. These results showed a student population that possesses limited native language abilities. Highland Lakes has worked diligently to improve the oral language skills of both groups in all activities throughout the school.
- Utilizing Kamico, a computer based assessment tool, to analyze reading/math results weekly, regular education and support staff design lesson plans to help students master state mandated TEKS.
- Students and staff will have to continue to focus on the challenge of meeting the constantly increased levels of expectations. Our teachers are aware that focused diagnostic/prescriptive instruction is necessary to meet new levels of expected proficiency.
- To meet the educational needs of students who have mastered state requirements, enrichment activities focusing on higher level thinking skills are addressed in Project LIFE, an environmental

education class in which students have opportunities to be actively engaged in reading, math, science, and social studies skills in classroom and research projects.

3. Communication of student performance to parents, students, and community:

Highland Lakes Elementary communicates student progress to parents in a variety of ways.

- Progress reports go home every third week. Report cards are sent home every six weeks. Accelerated Reading logs indicating number of books read, comprehension scores, and rewards earned are enclosed in the report card.
- All students take their daily planner home for parents to review homework assignments and behavior. Planners also allow for parent/teacher to communicate with each other for the benefit of the student and share daily successes or needs. All parents are provided with a copy of the school's master schedule showing the teacher's daily conference hour which provides time for communication with parents in person, through e-mail, or by telephone.
- Every morning the student body assembles 10 minutes prior to the official start of the school day. Student achievement in the areas of academic, social, behavioral, physical accomplishment or attendance is recognized in a non-competitive manner based on individual improvement.
- HLES works closely with the local newspapers to feature our students and their accomplishments in all areas. Local school board meetings spotlight student achievements for parents and community members. Meetings are often highlighted by student presentations.
- Open houses, monthly Parent Teacher Organization meetings/grade level programs, special family-oriented events/fairs, and a school generated bi-monthly newsletter, encourage communication and interaction between school, families and community.
- Students make presentations for clubs/organizations and retirement centers. The Christmas program on Main Street by our students is an annual highlight for the community. Students also decorate the Community Christmas tree with environmentally safe ornaments that they have created.
- The school web site reaches out to the world, sharing our newsletter, activities, goals, and accomplishments.

4. Share success with other schools:

- Highland Lakes Elementary School is currently the only PK-5 grade campus in the Marble Falls School District. District growth and reconfiguration of the two other campuses along with the opening of a new elementary school will enable us to share our experiences and expertise. We will be able to help the three new campuses manage and create horizontal/vertical teaming and curriculum building, and develop schedules. We are ready to offer guidance to the new schools in any other areas they may encounter as they address reconfiguration.
- HLES teachers eagerly share ideas and resources. Many serve in leadership capacities, including vertical/horizontal teams as well as District Education Improvement and Campus Education Improvement Committees.
- Currently Highland Lakes Elementary, with the assistance of a community volunteer, is spearheading communication with foundations as we apply for district grants to provide for professional development in the areas of reading and the use of technology to improve reading comprehension and vocabulary. Success in these areas is critical for all campuses in state mandated assessment testing.
- The spirit of cooperation and learning is so intense that we look for ways to share with other district schools. The Bright Beginners Program (Pre-K) at Highland Lakes has worked closely with the Marble Falls Primary Campus to build a strong partnership with the Headstart Organization.
- The Lower Colorado River Authority, with whom we had a partnership, has chosen our school to be a mentor for other schools who wish to create an outdoor learning lab and curriculum.

When you have good news, it's easy and exciting to show and tell. We welcome the opportunity to share how we foster individual student achievement/successes. Our web site is a current portal to Highland Lakes Elementary. The enthusiasm and expertise of our staff is only a mouse click, phone call or visit away.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum

Highland Lakes Elementary strives to challenge the minds and excite the interests of students through the use of multi-sensory programs that focus on the state mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TEKS form the framework of all lessons which combine a variety of materials and methods to engage students through differentiated instruction measuring not only basic understanding but higher level thinking skills while challenging students to achieve academic excellence. Staff members utilize direct teaching, cooperative learning, independent performance, and team effort as methods of instructional delivery along with identified questioning strategies to measure student progress in the following areas:

- **Language Arts** –Balanced reading, a method based on scientific research, utilizes multi-sensory activities, constant diagnostic/prescriptive services that build reading, writing, oral language and comprehension skills.
- **Math** – Computation/problem solving in real life situations are taught through the use of manipulatives to move from concrete foundations to abstract forms of higher level problem solving.
- **Social Studies and Science** – Skills for both areas are taught in tandem with reading and writing TEKS utilizing textbooks, periodicals, field trips, theme based activities, the internet and the Project LIFE curriculum. A multi-media approach is utilized and assessment is based on individual/group projects, presentations, and real life applications along with formal and standardized testing methods. HLES has partnered with businesses, city government, state agencies including the educational service center, and Texas Tech University in the design, construction and educational activities connected with the outdoor educational program.
- **Art, Computers, Music and Physical Education** – Students are served during daily hour blocks. Student progress of TEKS in these areas is measured by projects, public performances, and individual mastery of skills.

Teacher preparation time is used for team planning and conferences with students, staff and parents in addition to analysis and review of data to meet the constantly changing needs of the students.

The support team for students includes the following:

- **Title I Math** – Students are pulled for small group instruction based on weekly Kamico test results during the daily Enrichment Period.
- **ELI** – Early Literacy Intervention provides a reading specialist for individual service.
- **ALP** – Accelerated Learning Program provides ability grouped reading/writing instruction for students in kindergarten through second grade.
- **Inclusion** – Special education teachers go into regular education classrooms to provide services.
- **Resource Room** – Special education students receive services in special education classrooms on an individual/small group basis.
- **Dyslexia** – Specialist provides individual/small group services to identified students.
- **Bi-lingual/ESL** – Certified teachers provide services to students through the district's late exit program or in the regular classroom.

- **Gifted/Talented** – Students are identified through district testing and served by the GT teacher.
- **Project LIFE** – Interactive cross curricular program taught by Title I teacher that utilizes reading, writing, research, and math and science skills in a program that is built around the environment. This program was inspired by a mile long nature trail created by students, parents, staff and community members.

2. Reading curriculum

- HLE, in accordance with No Child Left Behind, uses a scientifically research-based reading curriculum. Materials are selected to support TEKS (Texas Essential Knowledge and Skills) objectives. The reading curriculum at HLE includes the following components: phonemic awareness, phonics, fluency, vocabulary and comprehension. Vertical alignment throughout the curriculum, K-5, insures that each year's instruction is based on prior and future learning.
- The reading curriculum used at HLE is a balanced literacy program. We use the balanced approach to reading, defined as reading and writing to children, reading and writing with children and reading and writing by children. Comprehension is developed through the use of summarizing, retelling, predicting, prior knowledge and vocabulary development. Fluency is increased through a system of rereading known stories every day. Assessment is an important part of our curriculum throughout all grade levels.
- Early literacy intervention is an essential part of the reading curriculum at HLE. This early intervention is composed of two unique programs. Our ALP (Accelerated Literacy Program) program is an ability grouped reading-writing program. All kindergarten, first and second grade students are served throughout the year. ELI (Early Literacy Intervention) is conducted by two reading specialists and is a one-on-one 30-minute tutorial session. This session is a structured, intensive and diagnostic approach to the teaching of reading strategies. At risk first graders are served by the ELI program.
- HLE uses a scientifically-based reading curriculum. We believe that many reading difficulties can be avoided with early intervention. Also, a balanced reading program will meet the needs of all of our children. Our curriculum uses rereading daily as fluency builds comprehension. Numerous types of assessment are included so that we may determine each child's specific reading needs. As our campus has 28.8% Limited English Proficient children, we have chosen a curriculum which includes a Spanish component equivalent to the English version.

3. One other curriculum area

Project LIFE, Leading Investigators for the Environment, is a unique program designed to assist every student in acquiring knowledge, values, attitudes, and skills to protect and improve the environment through cross-curriculum instruction and activities. Project LIFE enriches the state's learning requirements ranging from science and environmental education to social studies, math, writing, reading, and problem solving. Instruction is both formal and informal with hands-on, real life engaging lessons. Through scientific literature, active involvement, and practical experiences, students are guided to new discoveries and scientific understanding which helps to develop their critical thinking and problem solving skills. Students have researched many ecological issues and relationships, the world's biomes, and the earth's biodiversities. They have shared this knowledge throughout the school and community. Many lessons incorporate cooperative learning which organizes students to accomplish academic tasks while developing their social skills. Student interactions develop a sense of belonging and a feeling that they can make a positive difference in our world. Through Project LIFE, we have strengthened academics, provided real world applications, and formed cohesive relationships between our community and school.

4. Instructional methods the school uses to improve student learning.

- **School-wide practices** promote a climate of continuity and higher expectations that provides seamless transitions between grade levels and classrooms throughout the building. They reduce our discipline issues, give our students a sense of security and order, and give us the additional time to meet the challenges of teaching a school of at risk children. Students in grades 1-5 carry planners with them to record assignments and individual meetings, chart behavior, use as references, communicate with parents, and plan for the future. Kindergarten and Pre-K children use folders. All students and teachers begin the day in the gym for Morning Meeting practicing good citizenship, mastering skills, reinforcing the monthly character building trait, acknowledging attendance and rewarding students for individual and group accomplishments through applause. In addition, we have vertical teams in reading, math, science and social studies that provide continuity between grade levels.
- **Large group approach/direct teaching** activities provide a risk-free environment for students to practice and apply basic skills at mastery levels through programs such as, Shurley Language Arts and Saxon Math/Phonics. Educators teach higher level thinking skills through questioning strategies based on Bloom's Taxonomy.
- **Small group/individualized approaches**, including cooperative group learning, allow for differentiated teaching based on academic needs identified through assessment. .
- **Multi-cultural approach** builds on our diversity. All staff members utilize oral language development and ESL strategies. Bilingual services are based on a late exit program with monitoring and support provided after the student exits the program.
- **Hands-on multi-sensory approach** assures that no child is left behind because he does not learn in the same manner or rate as his teachers or peers.

5. The school's professional development program.

Every principal, teacher and paraprofessional has a transcript that allows HLES to plan for professional development. Divided into the areas of Educational, Gifted/Talented, and Technology, every course is recorded by title, credit, hours, completion and status using a computer program that generates reports. Through the use of these transcripts, the faculty is able to make better professional development decisions that strengthen teams and improve student achievement. Staff is encouraged to pursue individual goals, sharing their new ideas and skills with the faculty.

Derived from the results of the staff's annual survey, professional development is planned based on the needs of our campus. For example, this year educational consultants are meeting with our faculty monthly updating methods of teaching reading and writing, ESL, bilingual and low-socioeconomic learners, and providing methods to better manage school-wide, class specific and child specific behavioral issues. Our on-site technology representative acts as both consultant and trainer. New teachers are provided with mentors.

The staff participates in professional development training based on the district mission statement and yearly goals. TEA recommendations are taken seriously. The faculty attends numerous service center sponsored workshops. Our district goal is for every teacher to have 30 hours of gifted education. Highland Lakes Elementary teachers and staff expect our children to be high achievers, and we expect no less from ourselves.

PART VII - ASSESSMENT RESULTS

STATE CRITERION – REFERENCED TESTS

3rd GRADE

Test: TAAS – Texas Assessment of Academic Skills
Edition/Publication Year: 1999 – 2002
Publisher: Texas Education Agency

Test: TAKS – Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003
Publisher: Texas Education Agency

Year	Number in Grade	Number Tested In Reading	Number Tested In Math
2002-2003	80	68	66
2001-2002	65	59	59
2000-2001	87	74	74
1999-2000	77	72	73
1998-1999	84	64	71

Special education students were excluded from TAAS or TAKS testing. This population was tested instead by the State-Developed Alternative Assessment (SDAA). Numbers and percentages of students excluded are reported on the following charts. For all Highland Lakes Elementary students taking the SDAA, 82.4% met expectations in 2003 and, 83.3% met expectations in 2002. 2001 were not reported. SDAA exams were not available in 1999 and 2000.

The test standards for the 1999-2002 academic years as reported by the TAAS Interpreting Assessment Reports Booklet are as follows:

- **Met Minimum Expectations** – 70% of the items correct on each subject area test.
- **Academic Recognition** – used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

The test standards for the 2003 academic year as reported by the TAKS Interpreting Assessment Reports Booklet are as follows:

- **Met the standard** – This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard. Students demonstrated a sufficient understanding of the knowledge and skills measured at this grade.
- **Commended Performance** – This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured at this grade.

Highland Lakes Elementary School
READING GRADE 3

	TAKS	TAAS	TAAS	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		95	88	88	83
% Received Academic Recognition		17	16	31	28
% Met Standards	93				
% Commended Performance	32				
Number of students tested	68	59	74	72	64
Percent of total students tested	85	91	85	94	76
Number of students excluded	12	6	13	5	20
Percent of students excluded	15	9	15	7	24
SUBGROUP SCORES					
1. Hispanic					
% Met Minimum Expectations		96	83	85	84
% Received Academic Recognition		8	0	36	26
% Met Standards	95				
% Commended Performance	26				
Number of students tested	38	25	29	39	19
2. White					
% Met Minimum Expectations		97	93	93	82
% Received Academic Recognition		24	25	27	29
% Met Standards	93				
% Commended Performance	41				
Number of students tested	27	33	44	30	45
3. African American/Other Minorities	**	**	**	**	**
4. Econ. Disadvantaged (Free Meal)					
% Met Minimum Expectations		93	84	87	71
% Received Academic Recognition		7	11	28	21
% Met Standards	86				
% Commended Performance	17				
Number of students tested	36	29	37	39	24
5. Econ. Disadvantaged (Reduced Meal)					
% Met Minimum Expectations		80	86	80	71
% Received Academic Recognition		17	0	40	0
% Met Standards	100				
% Commended Performance	20				
Number of students tested	10	6	7	10	7
STATE SCORES -ALL STUDENTS					
% Met Minimum Expectations		87	86	87	88
% Received Academic Recognition		*	*	*	*
% Met Standards	89				
% Commended Performance	26				

*Not Reported

** Subgroup populations with fewer than 7 students—scores not reported

Highland Lakes Elementary School
MATH GRADE 3

	TAKS	TAAS	TAAS	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		90	82	81	76
% Received Academic Recognition		5	16	12	10
% Met Standards	98				
% Commended Performance	23				
Number of students tested	66	59	74	73	71
Percent of total students tested	83	91	85	95	85
Number of students excluded	14	6	13	4	13
Percent of students excluded	18	9	15	5	16
SUBGROUP SCORES					
1. Hispanic					
% Met Minimum Expectations		84	84	77	75
% Received Academic Recognition		4	0	8	0
% Met Standards	100				
% Commended Performance	16				
Number of students tested	38	25	32	39	24
2. White					
% Met Minimum Expectations		97	80	84	77
% Received Academic Recognition		6	7	19	15
% Met Standards	96				
% Commended Performance	32				
Number of students tested	25	32	41	32	47
3. African American/Other Minorities	**	**	**	**	**
4. Econ. Disadvantaged(Free Meal)					
% Met Minimum Expectations		86	80	72	68
% Received Academic Recognition		0	0	8	7
% Met Standards	97				
% Commended Performances	11				
Number of students tested	35	28	40	39	28
4. Econ. Disadvantaged (Reduced Meal)					
% Met Minimum Expectations		100	100	80	88
% Received Academic Recognition		17	0	10	0
% Met Standards	100				
% Commended Performance	0				
Number of students tested	9	6	6	10	8
STATE SCORES -ALL STUDENTS					
% Met Minimum Expectations		87	82	80	82
% Received Academic Recognition		*	*	*	*
% Met Standards	90				
% Commended Performance	18				

*Not Reported

** Subgroup populations with fewer than 7 students---scores not reported

STATE CRITERION – REFERENCED TESTS

4th GRADE

Test: TAAS – Texas Assessment of Academic Skills

Edition/Publication Year: 1999 – 2002

Publisher: Texas Education Agency

Test: TAKS – Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003

Publisher: Texas Education Agency

Year	Number in Grade	Number Tested In Reading	Number Tested In Math
2002-2003	71	61	61
2001-2002	78	69	72
2000-2001	82	77	76
1999-2000	79	68	72
1998-1999	67	54	55

Special education students were excluded from TAAS or TAKS testing. This population was tested instead by the State-Developed Alternative Assessment (SDAA). These numbers and percentages are reported on the following charts.

The test standards for the 1999-2002 academic years as reported by the TAAS Interpreting Assessment Reports Booklet are as follows:

- **Met Minimum Expectations** – 70% of the items correct on each subject area test.
- **Academic Recognition** – used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

The test standards for the 2003 academic year as reported by the TAKS Interpreting Assessment Reports Booklet are as follows:

- **Met the standard** – This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard. Students demonstrated a sufficient understanding of the knowledge and skills measured at this grade.
- **Commended Performance** – This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured at this grade.

Highland Lakes Elementary School
READING GRADE 4

	TAKS	TAAS	TAAS	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	April	April	April	May
SCHOOL SCORES					
% Met Minimum Expectations		93	95	96	93
% Received Academic Recognition		41	43	50	33
% Met Standards	97				
% Commended Performance	20				
Number of students tested	61	69	77	68	54
Percent of total students tested	86	89	94	86	81
Number of students excluded	10	9	5	11	13
Percent of students excluded	14	11	6	14	19
SUBGROUP SCORES					
1. Hispanic					
% Met Minimum Expectations		91	93	90	82
% Received Academic Recognition		27	28	33	32
% Met Standards	96				
% Commended Performance	8				
Number of students tested	26	33	40	30	17
2. White					
% Met Minimum Expectations		94	97	100	97
% Received Academic Recognition		50	54	63	53
% Met Standards	97				
% Commended Performance	29				
Number of students tested	35	34	35	38	34
3. African American/Other Minorities	**	**	**	**	**
4. Econ. Disadvantaged(Free Meal)					
% Met Minimum Expectations		91	89	94	91
% Received Academic Recognition		40	35	50	45
% Met Standards	93				
% Commended Performance	13				
Number of students tested	30	35	37	34	22
5. Econ. Disadvantaged (Reduced Meal)					
% Met Minimum Expectations		100	100	89	86
% Received Academic Recognition		25	36	0	67
% Met Standards	100				
% Commended Performance	0				
Number of students tested	7	8	14	9	7
STATE SCORES -ALL STUDENTS					
% Met Minimum Expectations		92	90	89	88
% Received Academic Recognition		*	*	*	*
% Met Standards	85				
% Commended Performance	17				

*Not Reported **Subgroup populations with fewer than 7 students—scores not reported

Highland Lakes Elementary School
MATH GRADE 4

	TAKS	TAAS	TAAS	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	April	April	April	May
SCHOOL SCORES					
% Met Minimum Expectations		93	99	94	89
% Received Academic Recognition		7	7	38	13
% Met Standards	97				
% Commended Performance	8				
Number of students tested	61	72	76	72	55
Percent of total students tested	86	93	92	92	82
Number of students excluded	10	6	8	7	12
Percent of students excluded	14	7	9	8	18
SUBGROUP SCORES					
1. Hispanic					
% Met Minimum Expectations		91	97	94	78
% Received Academic Recognition		0	8	27	11
% Met Standards	96				
% Commended Performance	12				
Number of students tested	26	34	39	33	18
2. White					
% Met Minimum Expectations		94	100	95	94
% Received Academic Recognition		11	6	46	29
% Met Standards	97				
% Commended Performance	6				
Number of students tested	35	36	35	39	34
3. African American/ Other Minorities	**	**	**	**	**
4. Econ. Disadvantaged (Free Meal)					
% Met Minimum Expectations		87	97	97	86
% Received Academic Recognition		0	6	28	23
% Met Standards	93				
% Commended Performance	7				
Number of students tested	30	39	36	36	22
5. Econ. Disadvantaged (Reduced Meal)					
% Met Minimum Expectations		100	100	82	75
% Received Academic Recognition		0	0	9	38
% Met Standards	100				
% Commended Performance	14				
Number of students tested	7	8	14	11	8
STATE SCORES -ALL STUDENTS					
% Met Minimum Expectations		94	91	87	87
% Received Academic Recognition		*	*	*	*
% Met Standards	87				
% Commended Performance	15				

*Not Reported

**Subgroup populations with fewer than 7 students—scores not reported

STATE CRITERION – REFERENCED TESTS

5TH GRADE

Test: TAAS – Texas Assessment of Academic Skills

Edition/Publication Year: 1999 – 2002

Publisher: Texas Education Agency

Test: TAKS – Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003

Publisher: Texas Education Agency

Year	Number in Grade	Number Tested In Reading	Number Tested In Math
2002-2003	79	68	66
2001-2002	76	71	70
2000-2001	71	63	66
1999-2000	67	57	55
1998-1999	63	50	51

Special education students were excluded from TAAS or TAKS testing. This population was tested instead by the State-Developed Alternative Assessment (SDAA). These numbers and percentages are reported on the following charts.

The test standards for the 1999-2002 academic years as reported by the TAAS Interpreting Assessment Reports Booklet are as follows:

- **Met Minimum Expectations** – 70% of the items correct on each subject area test.
- **Academic Recognition** – used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

The test standards for the 2003 academic year as reported by the TAKS Interpreting Assessment Reports Booklet are as follows:

- **Met the standard** – This category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard. Students demonstrated a sufficient understanding of the knowledge and skills measured at this grade.
- **Commended Performance** – This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured at this grade.

Highland Lakes Elementary School
READING GRADE 5

	TAKS	TAAS	TAAS	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	April	April	April	May
SCHOOL SCORES					
% Met Minimum Expectations		94	94	91	68
% Received Academic Recognition		29	43	37	12
% Met Standards	87				
% Commended Performance	18				
Number of students tested	68	71	63	57	50
Percent of total students tested	89	93	89	85	79
Number of students excluded	8	5	8	10	13
Percent of students excluded	11	7	11	15	21
SUBGROUP SCORES					
1. Hispanic					
% Met Minimum Expectations		93	92	80	47
% Received Academic Recognition		20	32	25	0
% Met Standards	81				
% Commended Performance	13				
Number of students tested	31	41	25	20	17
2. White					
% Met Minimum Expectations		97	95	97	78
% Received Academic Recognition		45	37	37	19
% Met Standards	94				
% Commended Performance	24				
Number of students tested	34	29	38	35	32
3. African American/Other Minorities	**	**	**	**	**
4. Econ. Disadvantaged (Free Meal)					
% Met Minimum Expectations		89	92	86	59
% Received Academic Recognition		21	28	14	4
% Met Standards	80				
% Commended Performance	15				
Number of students tested	40	38	25	22	27
5. Econ. Disadvantaged (Reduced Meal)					
% Met Minimum Expectations		100	**	86	100
% Received Academic Recognition		13	25	29	17
% Met Standards	100				
% Commended Performance	29				
Number of students tested	7	8	4	7	6
STATE SCORES -ALL STUDENTS					
% Met Minimum Expectations		92	90	87	86
% Received Academic Recognition		*	*	*	*
% Met Standards	79				
% Commended Performances	17				

*Not Reported

**Subgroup populations with fewer than 7 students---scores not reported

Highland Lakes Elementary School
MATH GRADE 5

	TAKS	TAAS	TAAS	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	April	April	April	May
SCHOOL SCORES					
% Met Minimum Expectations		97	97	95	84
% Received Academic Recognition		31	18	31	10
% Met Standards	92				
% Commended Performance	20				
Number of students tested	66	70	66	55	51
Percent of total students tested	84	92	93	82	81
Number of students excluded	13	6	5	12	12
Percent of students excluded	16	8	7	18	19
SUBGROUP SCORES					
1. Hispanic					
% Met Minimum Expectations		98	96	89	78
% Received Academic Recognition		5	4	32	6
% Met Standards	97				
% Commended Performance	9				
Number of students tested	32	40	25	19	18
2. White					
% Met Minimum Expectations		97	98	97	91
% Received Academic Recognition		10	24	44	13
% Met Standards	87				
% Commended Performance	32				
Number of students tested	31	29	41	34	32
3. African American/Other Minorities	**	**	**	**	**
4. Econ. Disadvantaged (Free Meal)					
% Met Minimum Expectations		95	96	95	82
% Received Academic Recognition		3	4	32	7
% Met Standards	93				
% Commended Performance	12				
Number of students tested	41	37	28	22	28
5. Econ. Disadvantaged (Reduced Meal)					
% Met Minimum Expectations		100	**	83	100
% Received Academic Recognition		0	0	33	0
% Met Standards	100				
% Commended Performance	14				
Number of students tested	7	8	3	6	6
STATE SCORES -ALL STUDENTS					
% Met Minimum Expectations		96	94	92	90
% Received Academic Recognition		*	*	*	*
% Met Standards	86				
% Commended Performance	17				

*Not Reported ** Subgroup populations with fewer than 7 students---scores not reported