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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) **X** Elementary __ Middle __ High __ K-12 __Charter

Name of Principal : Dr. Lynda M. Carter

Official School Name : University Park Elementary School

School Mailing Address: 3505 Amherst Avenue

Dallas Texas 75225-5401____
City State Zip Code+4 (9 digits total)

County: Dallas State School Code Number 057911104

Telephone (214) 780-3400 Fax (214) 780-3402

Website/URL: http://up.hpisd.org/ E-mail: carterl@hpisd.org

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

_____ Date_____
(Principal's Signature)

Name of Superintendent: Dr. Cathy Bryce

District Name: Highland Park Independent School District Tel. (214) 780-3000

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson: Mr. Jeffrey A. Barnes

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

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

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: __5___Elementary schools
   __1___Middle schools
   _____ Junior high schools
   ___1__High schools
   _____ Other

   __7__ TOTAL

2. District Per Pupil Expenditure: _____$8,274.00_____

   Average State Per Pupil Expenditure: _____$8,916.00_____

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
   [**X**] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. ___**3**___ 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 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
Pre-K					**7**			
K	58	72	**130**		**8**			
1	55	77	**132**		**9**			
2	65	67	**132**		**10**			
3	64	67	**131**		**11**			
4	68	70	**138**		**12**			
5					**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					**663**

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

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

94____% White
_____% Black or African American
3_____% Hispanic or Latino
3_____% Asian/Pacific Islander
_____% 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: ___**4** __%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 28 until the end of the year.	**13**
(2)	Number of students who transferred ***from*** the school after October 28 until the end of the year.	**15**
(3)	Total of all transferred students [sum of rows (1) and (2)]	**28**
(4)	Total number of students in the school as of October 28	**655**
(5)	Total transferred students in row (3) divided by total students in row (4)	**.0427**
(6)	Amount in row (5) multiplied by 100	**4.27**

8. Limited English Proficient students in the school: ___3____%
__17_____Total Number Limited English Proficient
Number of languages represented: ___8_____
Specify languages: Chinese, Korean, German, Farsi, Vietnamese, Danish, Russian, Spanish

9. Students eligible for free/reduced-priced meals: ___0_____%

Total number students who qualify: ___0_____

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: ____8____%
____67___Total Number of Students Served
___ 13___ EE* Students Served (Not In Membership)
*Early Education

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

__8__	Autism	__0__	Orthopedic Impairment
__0__	Deafness	__11_	Other Health Impaired
__0__	Deaf-Blindness	__7__	Specific Learning Disability
__5__	Emotional Disturbance	__35__	Speech or Language Impairment
__0__	Hearing Impairment	__0__	Traumatic Brain Injury
__0__	Mental Retardation	__1__	Visual Impairment Including Blindness
__0__	Multiple Disabilities		

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	__1____	_____
Classroom teachers	__38____	___1____
Special resource teachers/specialists	__2_____	___1____
Paraprofessionals	__10_____	_____
Support staff	__1_____	___2*____
		*2 R.N.'s job-share 1 position
Total number	_52___	___4___

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ___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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	93%	95%	97%	95%	94%
Teacher turnover rate	22%	23%	21%	10%	11%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

University Park Elementary School (UP), named for the city in which it resides, is in the tradition-rich Highland Park Independent School District (HPISD). Founded in 1928, UP is situated in Dallas County a mere five miles from the towering skyscrapers marking the heart of the Metropolitan City of Dallas, Texas. A kindergarten-fourth grade school, UP celebrated its 77th year of operation in May of 2005. Since the campus opened in 1928 with only 165 students and 6 teachers, enrollment statistics today more closely mirror the progression of time and trends of the district. Enrollment growth has necessitated changes in staffing patterns, student support initiatives, and facility needs. The fabric of our school community is an eclectic mix of native Texans, the children of longtime residents many of whom are third generation UP alumni, and students coming from all parts of the U.S. and the world, as their parents are drawn to the array of business opportunities in the Dallas area.

Many families have chosen to live here so their children can attend UP, which is located directly across the street from bustling Curtis Park, which adds to its community-centered atmosphere. A typical weekday morning will find a pilgrimage of entire families, including a fleet of parents pushing babies and toddlers in strollers, walking their children into the school. Frequently, our future students see the school for the first time from the vantage point of stroller occupant, which quickly progresses to visits tagging along with mom or dad who frequently come to volunteer in one of the many opportunities available through the PTA, Dad's Club, or University Park Pre-School Association (UPPA). Parents often begin attending school events and volunteering before their first child enrolls. When it's time for kindergarten, eager, young children make their way to a school family that has already embraced them.

In the hearts, minds, and actions of all associated with UP, the school is a unique, child-centered, and enjoyable place in which to learn and grow. Upon entering the front doors, one glimpses colorful displays of student art, information about school and community events, and treasured artifacts representing a legacy of excellence in student performance. Perhaps the most important contributing factor to the inviting climate that visitors often describe as a "special feeling" is the relationship of adults to the children and one another in the school. As one parent declared, "Every child and their family is known and spoken to by name." Before the morning bell, routine sights include stories exchanged by students who are gathered around teachers, friendly chatter among neighbors, and greetings between friends who are embraced in warm hugs, reflecting an obvious, open camaraderie among students, teachers, and parents.

Boasting a proud tradition of excellence in educating the children of the neighborhood, UP has distinguished itself as a Texas Exemplary School as a result of students achieving the highest performance standards established by the Texas Education Agency (TEA). This is a top distinction UP has earned and sustained continuously since 1992. In 2001, University Park was awarded special recognition from, Commissioner of Education Jim Nelson for being one of eight schools in Texas to receive an "Exemplary" rating for each of the nine years of the accountability rating system's existence. In 2001 and again in 2005, UP was named a Texas Business Education Coalition (TBEC)/Just 4 the Kids Honor Roll School. In order to earn this distinction, teachers at UP must utilize research-based "best practices" in their classrooms and exhibit continuous growth in student performance. UP has been the recipient of Gold Performance Acknowledgements in Reading, Math, Writing, and Attendance on indicators other than those used to determine accountability ratings. The *Texas Monthly* magazine ranks UP among the "best of the best" schools in the Metroplex.

Our achievement-oriented community holds University Park to high standards. This is a philosophy shared by our staff. UP's long-range plan is designed to equip our students to be lifelong learners and productive, service-oriented citizens. In order to make this goal a reality, our staff is guided by a commitment to continuous improvement, which requires the thoughtful, deliberate use of performance data to improve programs, practices, and personal mastery. Our school district's mission calls for, "…an unyielding commitment to excellence," which guides and inspires our collective work.

At the heart of every decision made at UP, lies the question, "What is best for this child?" A team approach to shared decision-making and leadership is evident in the vision and work of both the Campus Leadership Team (CLT) and the Campus Leadership Council (CLC). The council consists of teachers, staff members, parents, a district leader, business, and community members. The committee meets

throughout the year and helps guide decisions concerning goals and objectives, curriculum, expenditures, extra-curricular activities, parental/community involvement, and school improvement initiatives. A similar team approach is obvious in the many ways our parents support of the school in our classrooms, at home, and in the community. Whether serving in the cafeteria line, publishing student writing, reading to a class, or leading a committee or event, our volunteers display expertise, commitment, and enthusiasm. UP is truly a force that creates its own strength through the energy of those who are part of its daily life, a unique educational organization that truly works.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: University Park students are assessed on the required curricula, the Texas Essential Knowledge and Skills (TEKS), which is aligned with the Highland Park ISD curriculum, through the Texas Assessment of Knowledge and Skills (TAKS), a criterion referenced test. All students in third through eleventh grades in Texas take the TAKS in reading and mathematics annually, and test in science, writing, and social studies in incrementally staggered years. As specified in the Texas Student Success Initiative, all third grade students must demonstrate mastery on the TAKS reading test to be promoted to fourth grade. Each TAKS test consists of questions designed to measure the application of knowledge and skills in content-specific areas. Special education students, who are receiving instruction in the state curriculum but for whom the TAKS test is not an appropriate measure may, by Admission Review and Dismissal (ARD) Committee decision, take the State Developed Alternative Assessment II (SDAA II). For a school to be rated exemplary, 90% of the students must meet ARD expectations on the SDAA II. Schools are rated by the state as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable, based on overall campus results of passing rates in each tested area, as well as the performance of subpopulations reflecting campus ethnicity, special education, and economically disadvantaged. In addition to meeting the passing standard of Met Standard level with a scale score of 2100 or 70%, Texas school results are further compared to show Commended Performance that is reflected in a scale score of 2400 or 90%. For the 2005 school year, a Commended Performance of 20% was required to earn a Gold Performance Acknowledgement.

University Park is committed to performing as well as, or outperforming comparable schools. We continuously extend performance targets to ensure that all students are equipped for success today and in their future. After a thorough analysis of all available student, grade-level, and campus data, a needs assessment is developed by the CLT and CLC for their use in setting performance goals and measures. UP students continue to exceed state standards and perform at the Exemplary level. We measure student achievement not only by the percentage of students passing the TAKS, but also by analyzing Commended Performance levels, scale score growth, and the proficiency of continuously enrolled students on each reading, math and writing objective. We use data strategically. There are no discrepancies noted between represented subpopulations, as defined by Texas or Federal criteria. All represented student subpopulations have consistently met expectations on the math, reading, and writing sections of TAKS at 97% or greater.

Performance in Reading 2003-2005 at University Park as measured by TAKS: **Third Grade Reading** performance for all students has been 100% passing or achieving the Met Standard level since the introduction of the more rigorous state assessment, TAKS. The rate of students scoring Commended Performance has increased from 56% Commended in 2003 to 85% Commended in 2005. **Fourth Grade Reading** for all students has exceeded 97% passing or achieving the Met Standard level. Commended Performance has increased from 50% Commended in 2003 to 56% Commended in 2005.

Performance in Mathematics 2003-2005 at University Park as measured by TAKS: **Third Grade Math** for all students has consistently been 100% passing or achieving the Met Standard level. Commended Performance has increased from 59% in 2003 to 76% Commended Performance in 2005. **Fourth Grade Math** has been 100% passing or achieving the Met Standard level. Commended Performance has increased from 54% Commended in 2003 to 60% Commended in 2005.

A Professional Community of Learners, our teachers continue to collectively learn and to systemically implement strategic, effective instructional strategies to optimize the use of time and resources to best serve each child. Students' strengths and weaknesses, identified through the analysis of a variety of data, are the starting points for custom tailoring instruction to the needs of each learner. Performance improvement at sustained high levels of achievement is the result of a powerful partnership between eager students, caring teachers, and involved parents. Nothing is left to chance. More information on the state assessment system can be located at the following internet site:

http://www.tea.state.tx.us/perfreport/aeis/2005/campus.srch.html

2. **Using Assessment Results:** Effective assessment is the vital link between learning, planning for further learning, and for addressing the individual differences and needs of students. The teachers, principal, and staff at UP use a variety of assessment tools to identify student and campus needs to ensure all students are successful and the school continues to improve its performance. We know data offers us valuable information to guide our daily work with individual students, grade level teams, and in designing curriculum. Using technologies, our work begins with a methodical analysis of assessment results received from the state in the spring. In addition, our staff also examines other state and local assessment reports including the Texas Primary Reading Inventory (TPRI), Diagnostic Reading Assessment (DRA), Fluency Probes®, local benchmarks, and student work samples. In our data-mining, we look for confirmation of the effectiveness of our strategic instructional work, as well as indications of areas of weakness for determining strategic, targeted adjustments to our instructional program. These early indicators provide the basis for our needs assessment, campus improvement planning, and instructional adjustments.

At University Park, our teachers, counselor, and principal receive annual training in data analysis. Before school even begins, campuses are provided with carefully structured reports by the district that detail performance by student expectation and objective, including individual teacher and campus-wide grade level trends. This information guides the work of grade level teams and the principal as they analyze student performance. Teachers share the results of their analyses within grade level team meetings for use in planning and with other staff during instructional meetings. Through careful attention to this information, teachers incorporate targeted strategies at an appropriately developmental level into their curriculum. Examples include the addition and use of visual representation as a problem-solving strategy campus-wide, the vocabulary for and use of common problem-solving strategies, and an increase in the proportion of time spent on applied problem-solving in mathematics across the campus. Through the use of unified strategies for teaching and learning, curriculum alignment is reinforced systemically.

Students identified in need of assistance are supported by their teachers and the principal in two ways: First, they have Individual Learning Plans (ILP's), which are monitored every six weeks by the principal; second, they receive additional instructional intervention. Often this is provided in the classroom using small, flexible group instruction, one-on-one tutoring, or placement in a specialized intervention program such as Accelerated Reading or Math, with a strategic focus, targeted instruction using assessment results, and a preferential teacher-pupil ratio of 1:5.

3. **Communicating Assessment Results:** At UP, we are diligent in fostering positive, mutually supportive relationships between our staff and community. Our parents and public supporters have a myriad of opportunities to lead and volunteer in the PTA, Dad's Club, UPPA, TAG Advisory, and Special Education Parent Advisory Committee (SEPAC), as well as Campus Leadership Council. To provide parents timely information about our school and student performance, we use a variety of communication tools. Student progress on learning goals is shared through individual conferences, grade level meetings, written communication, and meetings of the Student Support Team (SST). Each grade level team and program hosts a Parent Academic Night at the beginning of the school year to provide a curriculum overview, set instructional focus, and establish expectations for student learning for the academic year. Ongoing communication to parents includes a weekly folder with comments on student work, report cards,

e-mail correspondence, personal conferences, and phone calls. Each year parents of primary students attend scheduled conferences with their child's teacher. More official, written communication is provided to parents through Admission, Review, and Dismissal Committee, Section 504, and LPAC meetings, as required. *The Panther News* is published weekly by the PTA. *The UP Beat*, the school newsletter, is published by the principal each six weeks. Along with news features, every grade level and department provides a curriculum overview for the coming six weeks. The campus maintains an easily navigable and extensive website for stakeholders of University Park.

Official reports of all standardized test results (TAKS, SDAA II, TPRI, TELPAS-RPTE, TOP, and TAG Matrix) are sent to individual parents, as appropriate. Teachers, administrators, and the counselor answer questions and interpret test results to parents. Student performance results are published in local newspapers, campus, and PTA publications, as well as the Highland Park and University Park websites. The State of Texas electronically publishes an annual report on the performance of each of its campuses. The School Report Card is distributed annually to parents and interested stakeholders.

4. Sharing Success: University Park has enjoyed a time-honored reputation for excellence in education. University Park, one of 89 elementary schools statewide, was recently recognized for the second time as an Honor Roll School by TBEC and Just 4 the Kids. Through this process, teachers from high-performing Honor Roll Schools share replicable successful practices with other schools in the state and provide information for dissemination through the Just 4 the Kids and TBEC website, which are both recognized state clearinghouses for information and site visit locations.

University Park teaching professionals open their classrooms to area universities for classroom observations, field experiences, and to sponsor student teachers. In a partnership with Scottish Rite Hospital, our school counselor sponsors a pediatrician completing the educational component of her fellowship as a developmental pediatrician. As co-learners, we have all deepened understandings about the physiology of children with learning disabilities. These are some of the ways, we invest in our profession.

Our principal, along with other successful school leaders from across the state, has been a Best Practices panelist member for the past three years at the Texas Elementary Principals and Supervisors Association annual conference. UP teachers serve on campus and district committees to shape strategic district work through information sharing, curriculum writing, and serving as trainer-of-trainers for summer staff development. Our teacher appraisal model, the Self Directed Appraisal System (SDAS), is a collaborative, action research model focused on the study and implementation of best practices in the classroom. Collaborative dialogue groups meet monthly to share their research-based action plan, methodologies, and progress. Our music teacher and 130 third graders will showcase the use of Orff instrumentation in a choral ensemble at the Texas Music Educators Association annual conference in February, 2006. Students from UP have been published authors in *Texas Rising Star* magazine, Poetry Anthology and Celebrate Poetry for the past several years. Recently, a UP student's art was the featured cover for the *Texas Rising Star* magazine. Last fall, we hosted 16 North Texas area schools at a Regional Student Council Conference, "Leaders 'R Us." There, students learned leadership skills with area peers.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Our classrooms reflect the district's commitment to providing a dynamic, responsive curriculum and instructional delivery system for the students of Highland Park ISD by incorporating, evidence-based best practices for teaching and learning. It is reviewed and revised on a continuing basis with support provided for implementation. As a result, it is vertically and horizontally aligned to the state standards, the TEKS, and articulates student expectations for learning experiences at each level. Through curriculum writing and lesson designing, the staff of UP challenge themselves to improve on already high performance results, while continuing to offer high quality educational experiences that are based on sound curriculum principles. Guided by the work of H. Lynn Erickson and content experts, the curriculum

emphasizes concept development and scaffolding understanding so that student learning is not just practiced but is transferable between and among disciplines. Teachers ensure our students have daily opportunities to interact with significant content that requires high level thinking, critical reading, problem-solving, team work, and the use of technology as a tool. At UP, there are no limits on learning.

Math: Problem-solving is the heart of math instruction at University Park. Teachers using objectives from math content strands provide daily warm-ups that are designed to build mathematical concepts through direct instruction and targeted, distributed practice of new concepts with previously taught skills. Classroom experiences in the area of mathematics provide our students with opportunities to use reasoning, demonstrate critical thinking skills and mathematical knowledge and use a variety of problem-solving strategies to connect concrete to abstract concepts, solve authentic, real-world problems, and communicate with others to justify results. By way of generous PTA classroom learning environment funds, UP classrooms have an ample inventory of manipulatives that provide hands-on tools for learning.

Language Arts: The goal of our language arts program is to develop lifelong readers and writers who communicate effectively. We recognize that speaking, listening, reading, and writing are all reciprocal processes that build on and strengthen one another. Our teachers' repertoire of skills are developed and strengthened through district and campus literacy initiatives that provide training in comprehensive literacy and writing as a process. The library is the hub of our literacy learning environment.

Science: At UP, the science lab provides the perfect environment to cultivate the curious minds of the young scientists that abound in our classrooms. Our process-based curriculum allows students to observe, investigate, explore, experiment, and draw their own conclusions about subjects in the Life, Physical, and Earth Sciences, as they make connections to their natural world. In collaborative groups, using the Scientific Method, students build understandings through web-based technologies, enter inquiry-based labs, make hypotheses, and use scientific tools and instruments to investigate, validate, and share results.

Social Studies: Through our social studies curriculum, students build a foundation in history, geography, economics, government, citizenship, and social studies skills. This content enables our students to understand the importance of patriotism, function in a free-enterprise society, attach historical significance to events, and appreciate the democratic values of our state and nation. The richness of social studies concepts provide students with opportunities to think critically and connect learning experiences to personal experiences, while examining other cultures, people, and places. Using rich literature, field trips, and cultural events, students discover our interdependence with the global community.

Fine Arts and Physical Education**:** Instructional specialists in art, music, and physical education provide UP students with a foundation and appreciation of the arts and instruction in the importance of health and fitness in developing an active, healthy lifestyle. Students learn to read music, play instruments, and participate skillfully in grade level and choir performances. Through the visual arts, students learn about art history, art criticism, aesthetics, and art production. Students express themselves through drawing, painting, print making, weaving, and sculpting. A permanent art collection showcases exceptional young artists. These instructional programs round out UP's focus on the development of the whole child.

2. Reading: On our literacy-focused campus, we believe that first instruction in reading must be the best instruction to ensure our children acquire the language skills they need for success in life. Our approach to reading in our print-rich, reading/writing classrooms is comprehensive literacy. This research-based model was selected by the HPISD Literacy Cadre because it employs the fundamentals of letter-sound correspondence, decoding, and word study, as well as holistic experiences in reading, writing, speaking, and listening to create one integrated model that addresses all the facets of literacy learning. A balance of literacy activities and instruction at appropriate developmental levels provides a variety of opportunities for growth in both reading and writing processes. As students progress, they engage in increasingly

challenging opportunities for reading and writing in real-life situations through experiences in an abundance of models and genres of literature.

Flexible blocks of time, varying from 2-3 hours, are devoted to comprehensive literacy instruction and allow opportunities for teachers to integrate subject matter from other disciplines in all grade levels. Read-aloud, guided reading, shared reading, word study, independent reading of self-selected materials, and attention to spelling and the writing process provides the foundation experiences for student success in language arts. Teachers of all grade levels easily access materials from many sources, including classroom libraries, state-adopted reading materials, and a Literacy Library (containing hundreds of leveled fiction and non-fiction literature, and Big Books, that are chosen by our staff). These resources support reading instruction for our emergent and early fluent readers through developing decoding, fluency, and comprehension skills that are taught in flexible, Guided Reading groups. Fluent readers participate in Literature Circles where they read from a variety of classic, contemporary, and multicultural fiction and non-fiction selections.

Our aligned curriculum establishes rigorous standards for both emergent and fluent readers. All students are assessed at the beginning of each academic year with the TPRI and DRA at specified intervals appropriate to the grade. These assessments inform instruction, determine growth, and guide intervention decisions. Additional support is provided to students and teachers by specialists in English as a Second Language (ESL), special education, gifted education, and Jump Start for students experiencing severe difficulty in reading. Specialized support is delivered in a variety of instructional formats with least restrictive environment a primary consideration. With early intervention a priority, every aspect of the stages of reading development are consistently monitored to ensure our students success.

3. Mathematics: Math instruction at University Park is based on the student expectations reflected in the TEKS and HPISD aligned curriculum. Current research indicates that children develop understanding, skills, and problem-solving strategies simultaneously. An array of problem-solving strategies used campus-wide creates a common mathematical language, while strengthening and unifying our work. Daily classroom experiences in mathematics provide UP students with rich opportunities to use reasoning, demonstrate critical thinking skills and mathematical knowledge, apply a variety of problem-solving strategies to connect concrete to abstract concepts, solve authentic, real-world problems, and communicate with peers, "thinking aloud" through their solution strategies to justify their results.

Teachers structure interactive learning experiences to ensure all students are provided with the opportunity to manipulate real objects and develop concrete concepts before moving on to more abstract concepts. Selecting from an abundance of resources including Unifix cubes, counters, play money, Judy Clocks, fraction blocks, pattern blocks, tangrams, scale and measuring devices, etc., our students learn to select the tools for their work. After grappling with the challenge of teaching all students problem-solving at mastery levels, we have come to believe analytical and higher order thinking skills are best learned when using applied problem-solving approaches in authentic contexts, rather than merely focusing on drill and rote computation. We have adjusted scheduled math time to address this change in our classrooms by increasing the proportion of time spent on authentic, problem-solving. Students in special education receive targeted, strategic instruction in small groups using strategies and tools that parallel their general education peers. Identified gifted and talented students in math receive above-level, accelerated instruction using a differentiated curriculum, Everyday Mathematics, which focuses on applied problem-solving.

4. Instructional Methods: Challenging our students to go beyond the expected, exhibit teamwork, and take on tasks that are significant, meaningful, and relevant to their world, is our foremost intentioned strategy. Everything that occurs in and out of our classrooms is directed toward that end. We know that building the capacity to sustain a successful school takes teamwork and collaboration.

To ensure we address the needs and interests of the whole child, we first begin with a strong foundation in the academic core subjects and then, enhance our program through the arts and physical education. High expectations for student learning and performance are established through the selection and use of differentiated instructional strategies matched to the identified learning needs and interests of our students. A variety of instructional methods are employed by UP staff, including discussion, effective questioning, inquiry, discovery learning, problem-solving, whole group or small group instruction, flexible groupings, scientific investigation, independent research projects, conferencing with peers and teachers, peer tutoring, independent study, cooperative groups, and project-based learning experiences in which students conduct research and complete challenging projects using print, electronic, or web-based resources. *We continually seek ways to improve our service to students.* For example, ESL students now benefit from the use of the Ellis Language System, which accelerates the learning of basic English using computerized translation modules in a student's native language. Finally, parents assist with instruction by facilitating Literature Circles, reading to classes, publishing student writing, and providing clerical support.

University Park is a district cluster site for the Behavior Adjustment Class for emotionally disturbed and behaviorally affected autistic students. Students with mild to moderate disabilities are provided a continuum of services that include: speech, occupational and physical therapy, adaptive physical education, full inclusion, small, flexible group instruction, intensive reading and math focus groups, and resource instruction. In addition, students with dyslexia are served in Jump Start, a program that uses a multi-sensory approach to teaching literacy. Using an inclusion philosophy, special and general education teachers collaborate to educate our most challenged children in the least restrictive environment possible. Our SST process provides for efficient study and program adaptation to meet emerging student needs, determine timely interventions, and monitor progress and results. At UP, our processes keep us agile.

5. Professional Development: In preparing our children for the future, our staff realizes that we cannot reach the ambitious goals we've set for our students' learning and success alone. A campus specific Professional Development Plan is developed annually based on district and campus needs assessments and each teacher's Individual Development Plan (IDP). The plan is coordinated with our campus improvement plan and approved by our CLC. Our goals are accomplished through the use of district resources and financial contributions of our PTA. Vital to our vision of developing academically prepared students in every way—original thinkers, critical readers, effective communicators, problem-solvers, team workers, community contributors, and quality producers is having a highly qualified teacher in every classroom.

Teachers collaborate to provide effective, learner-centered instruction that engages students at the depth and complexity of the curriculum objectives. In common planning meetings, teachers share ideas, strategies, and resources to improve student performance and achievement. In vertical district cadre and school improvement meetings, teachers write curriculum, learn new methodologies, problem-solve issues and concerns, and invent solutions to the many challenges of teaching and learning. Our teachers have worked diligently to implement unified theories of learning reflected in literacy initiatives including all of the components of Comprehensive Literacy—Guided Reading, Shared Reading, Literacy Centers, Word Study, New Jersey Writing Project styled Writer's Workshop, and 6+1 Traits of Writing.

Our teachers must complete a Masters Degree within their first six years of employment, but for the UP staff learning doesn't stop there. District and campus leadership teams provide a palette of core training opportunities, district hosted workshops, and collaborative learning experiences to support campus goals. Teachers attend district and regional conferences to study and learn from national experts in the field, such as, H. Lynn Erickson, Ralph Fletcher, Barry Lane, Lucy Calkins, Margaret Mooney, Phil Schlechty, and Thomas Guskey. Through participating in Faculty Book Studies, studying in discipline-based Cadre's, attending curriculum meetings, visiting other school sites, serving as a mentor, supervising pre-service teacher candidates, and visiting other classrooms, teachers are actively involved in a variety of job-embedded learning experiences. At UP, we are becoming models for the change we wish to see.

PART VII - ASSESSMENT RESULTS

A Summary Explanation of Data Tables for University Park Elementary School

Texas Assessment of Knowledge and Skills (TAKS)

Years of Administration: 2002-2003 2003-2004 2004-2005

Texas Assessment of Academic Skills (TAAS)

Years of Administration 2001-2002 2000-2001

The accountability provisions in the federal No Child Left Behind Act of 2001 (NCLB) Act were first applied to the Texas public schools in 2003, after the introduction of the Texas Assessment of Knowledge and Skills Assessment (TAKS), which was first administered in the spring of 2003. TAKS resulted in significant changes in the performance calculations and accountability reporting experienced in prior years. First, the TAKS represented a much more complex and rigorous test than its predecessor, the Texas Assessment of Academic Skills (TAAS). 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 days to be counted in the calculations for that school. In addition to the TAKS in English, state scores included tests for the following student groups: Spanish TAKS, Limited English Proficient, and Special Education. The state's Student Success Initiative required Grade 3 Reading scores to meet the passing standards of the TAKS for automatic promotion. In addition, provisions of this statute required that Adequate Yearly Progress (AYP) status be earned by all districts and campuses beginning in the summer of 2003.

TAAS to TAKS Side By Side Comparison

TAAS Test Standards 2000-2002	TAKS Test Standards 2003-2005
Academic Recognition: 95% of the items tested were correct. This represented high academic achievement in reading, math, or writing.	**Commended Performance:** TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students earn a Scale Score 2400, or above.
Met Minimum Expectations: This represented satisfactory achievement. Students performed at or above the state passing standard by the State Board of Education.	**Met the Standard:** This represents satisfactory achievement. Students performed at or above the standard set by the State Board of Education. Students earn a Scale Score of 2100 (70%) or above.
Did Not Meet Minimum Expectations: This represented unsatisfactory academic performance. Students performed below the passing standard.	**Did Not Meet Standard:** This represents unsatisfactory academic achievement. Students performed below the state passing standard. Students earn a Scale Score below 2100 (70%).

Student Exemptions from TAAS or TAKS:

- Identified Special Education students for which the TAAS or TAKS would not be an appropriate assessment measure, even with allowable modifications, are assessed using the State Developed Alternative Assessment (SDAA or SDAA II) or a Locally Developed Alternative Assessment (LDAA). Decisions regarding state assessment, for eligible special education students are made by the Admission, Review, and Dismissal Committee (ARD). The baseline year for SDAA was 2000-2001 and for SDAA II was 2004-2005).
- Recent immigrant students who have not yet had adequate time to acquire the necessary academic language for performance success are assessed on alternative assessments. These students are assessed by the Texas English Language Proficiency Assessment System (TELPAS) components of Reading Proficiency Test in English (RTPE) and Texas Observation Protocol (TOP). The decision is made by the Language Proficiency Assessment Committee (LPAC).

University Park Elementary School
Texas Third Grade Criterion-Referenced Reading Test

Subject: Reading Grade: 3rd

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003, 2004, 2005

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003		2001-2002	2000-2001
Testing month	**Feb.**	**March**	**March**		**April**	**April**
Test Administered	**TAKS**	**TAKS**	**TAKS**		**TAAS**	**TAAS**
SCHOOL SCORES						
% At or Above Met Standard	>99%	>99%	>99%		n/a	n/a
% Met Minimum Standard	n/a	n/a	n/a		97%	96%
% At Commended Performance	85%	68%	56%		n/a	n/a
% At Academic Recognition	n/a	n/a	n/a		78%	82%
Number of students tested	130	111	109		116	107
Percent of total students tested	97%	98%	99%		99%	97%
% Met ARD Expectations	*	*	*		n/a	n/a
Number of students alternatively assessed State Developed Alternative Assessment(SDAA)	*	*	*		n/a	n/a
Percent of students alternatively assessed State Developed Alternative Assessment (SDAA)	*	*	*		n/a	n/a
SUBGROUP SCORES						
1. Economically Disadvantaged						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
% At Commended Performance						
Number of Students Tested	0	0	0		0	0
2. African American						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
At Commended Performance						
Number of Students Tested	0	0	0		0	0
3. White						
% At or Above Met Standard	>99%	>99%	>99%		98%	98%
% At Commended Performance	86%	68%	56%		79%	86%
Number of Students Tested	116	108	108		114	208
4. Hispanic						
% At or Above Met Standard	*	*	*		*	*
% At Commended Performance						
Number of Students Tested	*	*	*		*	*
5. Asian/Pacific islander						
% At or Above Met Standard	*	*	*		*	*
% At Commended Performance						
Number of Students Tested	*	*	*		*	*
STATE SCORES						
(TAKS) % At or above Commended Performance	37%	35%	26%		n/a	n/a
(TAKS) % At or above Met Standard	93%	91%	89%		n/a	n/a
(TAAS) % Met Minimum Standards	n/a	n/a	n/a		86%	87%

*Fewer than 10 students were in the subpopulations, Hispanic, Asian/Pacific Islander, therefore results are masked to protect student confidentiality.

University Park Elementary School
Texas Third Grade Criterion-Referenced Mathematics Test

Subject: Mathematics Grade: 3rd

Test: ___Texas Assessment of Knowledge and Skills_____

Edition/Publication Year: 2003,2004,2005

Publisher: __Texas Education Agency_____

State Tests

	2004-2005	2003-2004	2002-2003		2001-2002	2000-2001
Testing month	**April**	**April**	**April**		**April**	**April**
Test Given	**TAKS**	**TAKS**	**TAKS**		**TAAS**	**TAAS**
SCHOOL SCORES						
% At or Above Met Standard	>99%	>99%	99%		n/a	n/a
% Met Minimum Standard	n/a	n/a	n/a		99%	97%
% At Commended Performance	76%	70%	59%		n/a	n/a
% At Academic Recognition	n/a	n/a	n/a		50%	45%
Number of students tested	131	115	110		115	109
Percent of total students tested	>99%	96%	>99%		98%	99%
% Met ARD Expectations	*	*	*		n/a	n/a
Number of students alternatively assessed State Developed Alternative Assessment(SDAA)	*	*	*		n/a	n/a
Number of students alternatively assessed State Developed Alternative Assessment(SDAA)	*	*	*		n/a	n/a
SUBGROUP SCORES						
1. Economically Disadvantaged						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
% At Commended Performance						
Number of Students Tested	0	0	0		0	0
2. African American						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
At Commended Performance						
Number of Students Tested	0	0	0		0	0
3. White						
% At or Above Met Standard	>99%	>99%	99%		99%	99%
% At Commended Performance	78%	71%	55%		50%	43%
Number of Students Tested	120	112	108		113	109
4. Hispanic						
% At or Above Met Standard	*	*	*		*	*
% At Commended Performance						
Number of Students Tested	*	*	*		*	*
5. Asian/Pacific Islander						
% At or Above Met Standard	*	*	*		*	*
% At Commended Performance						
Number of Students Tested	*	*	*		0	*
STATE SCORES						
(TAKS) % At or above Commended Performance	25%	25%	18%		n/a	n/a
(TAKS) % At or above Met Standard	82%	90%	90		n/a	n/a
(TAAS) % Met Minimum Standards	n/a	n/a	n/a		87%	82%

*Fewer than 10 students were in the subpopulations, Hispanic and Asian/Pacific Islander, Economically Disadvantaged, therefore results are masked to protect student confidentiality.

University Park Elementary School
Texas Fourth Grade Criterion-Referenced Reading Test

Subject: Reading Grade: **4**th

Test: ___Texas Assessment of Knowledge and Skills_____

Edition/Publication Year: _2003, 2004, 2005__

Publisher: Texas Education Agency_

State Tests

	2004-2005	2003-2004	2002-2003		2001-2002	2000-2001
Testing month	**April**	**April**	**April**		**April**	**April**
Test Given	**TAKS**	**TAKS**	**TAKS**		**TAAS**	**TAAS**
SCHOOL SCORES						
% At or Above Met Standard	99%	97%	98%		n/a	n/a
% Met Minimum Standard	n/a	n/a	n/a		98%	99%
% At Commended Performance	56%	69%	50%		n/a	n/a
% At Academic Recognition	n/a	n/a	n/a		83%	83%
Number of students tested	126	110	130		107	106
Percent of total students tested	98%	>99%	>99%		99%	99%
% Met ARD Expectations	*	*	*		n/a	n/a
Number of students alternatively assessed State Developed Alternative Assessment (SDAA)	*	*	*		n/a	n/a
Percent of students alternatively assessed State Developed Alternative Assessment (SDAA)	*	*	*		n/a	n/a
SUBGROUP SCORES						
1. Economically Disadvantaged						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
% At Commended Performance						
Number of Students Tested	0	0	0		0	0
2. African American						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
At Commended Performance						
Number of Students Tested	0	0	0		0	0
3. White						
% At or Above Met Standard	>99%	97%	98%		98%	99%
% At Commended Performance	54%	68%	50%		84%	85%
Number of Students Tested	120	107	124		105	103
4. Hispanic						
% At or Above Met Standard	*	*	*		*	*
% At Commended Performance						
Number of Students Tested	*	*	*		*	*
5. Asian/Pacific Islander						
% At or Above Met Standard	*	*	*		*	*
%At Commended Performance						
Number of Students Tested	*	*	*		*	*
STATE SCORES						
(TAKS) % At or above Commended Performance	23%	25%	17%		n/a	n/a
(TAKS) % At or above Met Standard	80%	85%	85%		n/a	n/a
(TAAS) % Met Minimum Standards	n/a	n/a	n/a		92%	90%

*Fewer than 10 students were in the subpopulations, Hispanic and Asian/Pacific Islander, Economically Disadvantaged, therefore results are masked to protect student confidentiality.

University Park Elementary School
Texas Fourth Grade Criterion-Referenced Mathematics Test

Subject: Mathematics Grade: 4th

Test: ___Texas Assessment of Knowledge and Skills_____

Edition/Publication Years: 2003, 2004, 2005

Publisher: __Texas Education Agency_____

State Tests

	2004-2005	2003-2004	2002-2003		2001-2002	2000-2001
Testing month	**April**	**April**	**April**		**April**	**April**
Test Given	**TAKS**	**TAKS**	**TAKS**		**TAAS**	**TAAS**
SCHOOL SCORES						
% At or Above Met Standard	>99%	>99%	>99%		n/a	n/a
% Met Minimum Standard	n/a	n/a	n/a		>99%	>99%
% At Commended Performance	60%	60%	54%		n/a	n/a
% At Academic Recognition	n/a	n/a	n/a		38%	42%
Number of students tested	125	109	130		107	106
Percent of total students tested	97%	97%	>99%		99%	99%
% Met ARD Expectations	*	*	*		n/a	n/a
Number of students alternatively assessed State Developed Alternative Assessment(SDAA)	*	*	*		n/a	n/a
Number of students alternatively assessed State Developed Alternative Assessment(SDAA)	*	*	*		n/a	n/a
SUBGROUP SCORES						
1. Economically Disadvantaged						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
% At Commended Performance						
Number of Students Tested	0	0	0		0	0
2. African American						
% At or Above Met Standard	n/a	n/a	n/a		n/a	n/a
At Commended Performance						
Number of Students Tested	0	0	0		0	0
3. White						
% At or Above Met Standard	>99%	>99%	>99%		>99%	>99%
% At Commended Performance	61%	59%	55%		39%	42%
Number of Students Tested	119	106	124		105	103
4. Hispanic						
% At or Above Met Standard	*	*	*		n/a	*
% At Commended Performance						
Number of Students Tested	*	*	*		n/a	*
5. Asian						
% At or Above Met Standard	*	*	*		n/a	*
% At Commended Performance						
Number of Students Tested	*	*	*		n/a	*
STATE SCORES						
(TAKS) % At or above Commended Performance	28%	21%	15%		n/a	n/a
(TAKS) % At or above Met Standard	82%	86%	87%		n/a	n/a
(TAAS) % Met Minimum Standards	n/a	n/a	n/a		94%	91%

*Fewer than 5 students were in the subpopulations, Hispanic and Asian/Pacific Islander, Economically Disadvantaged, therefore results are masked to protect student confidentiality.