

INSIGHTS



February, 2005

School Board Recognition Month

*Carolyn Pierel
Superintendent*

January was School Board Recognition Month.

Considering the hard work and devotion that Board Members everywhere give to their districts, it is very appropriate that each year a month is set aside to recognize them. The members of the Argyle Independent School District are all very well informed and committed to providing a quality education for our students. They all have children attending school in Argyle, but their focus reaches far beyond their personal concerns. I continue to be impressed by their willingness to sacrifice their time and personal agendas to do what they believe is necessary for the good of the entire district. Sometimes they have to make difficult decisions, exposing themselves to personal or collective criticism. Often the burden of leadership lies heavy on their shoulders but they gladly accept the responsibility given to them by the voters and always strive to do the best they can for our students.

If you have not thanked them for their service lately, now would be a good time to do so. It's always a pleasure to feel appreciated and it's the only recompense they receive for their efforts.

Bond Election

On Monday, January 15, 2005 the AISD Board of Trustees called a bond election for March 26th, 2005. The election date has since been amended to April 9, 2005. The amount requested for authorization is 35 million dollars. Proposed projects include a new middle school, a second elementary school, a new administration building, renovations to the high school stadium and various capital projects such as new computers, furniture for classrooms and buses.

Last spring a citizens committee studied facility needs for the district. Based on enrollment projections, they determined that the above items will all be needed in the immediate future. In June 2004 the committee brought their recommendations to the Board. The Board's action in calling the election is a direct result of the committee's recommendation.

There will be informational meetings prior to the election so

that interested voters can hear the facts and ask questions. Opportunities for early voting will also be provided. Specific dates have not been set for these events but they will be widely publicized after they are determined



Meet Your Board Member

John Schinske, the Board member featured in this month's article, has been married to his wife, Lori, for eighteen years. Their two sons, Adam and Eric attend Argyle High School and Argyle Middle School respectively. John holds a management position with Johnson and Johnson and has a great deal of experience in management, training and finance. He has a BS in biology from Central Michigan University and a MBA from UNT. Prior to entering the business world he was a public school math and science teacher and coached football and tennis.

Meet Your Board Member Continued...

Having served nearly three years on the Board, John has faced a number of challenges that have significantly impacted our district. The issue of sudden increases in student growth and how the district should best respond was at the forefront of district concerns at the time he was elected. Serving on the Board has given him the opportunity to have direct involvement in setting goals and priorities for the district and to support proactive growth strategies for the future.

Additionally, he feels that the need to communicate with the public while laboring under the legal constraints placed upon release of information can be frustrating, especially in the face of misleading and negative remarks. The solution, he believes, is for the public to become involved in order to ensure that they have a complete and correct picture of issues, rather than rely on second hand information.

When asked to relate what he sees as important issues facing the district, John said, "I see three critical issues impacting our district in the next several years. These are the ongoing issue of school finance which is compounded by unfunded mandates, the continued high growth patterns being experienced in our area and communication within the community to ensure everyone is both informed and willing to

take an active role in supporting our school system."

District goals that he would like to see continued are in his words "simple", yet demanding. Continuing the academic and extra curricular excellence we have established, continuing to improve the relationship and support with the municipalities within our district, remaining fiscally solvent through responsible decision making and proactively managing our present and future growth are all priorities of his. John also desires to ensure that our students receive the necessary knowledge and skills to enable them to succeed at whatever future goals they set for themselves.

In conclusion, Mr. Schinske commented that he believes that Argyle ISD has a strong board in place that works well together and has the best interest of the students at heart. He would like to continue contributing and working with this team in the future.



NEW SAT

Dr. Telena Wright
Asst. Supt. Curriculum

The new SAT will be administered for the FIRST time in March 2005 for the class

of 2006 (2004-05 juniors). Major changes include 1) a writing section with multiple-choice questions regarding grammar and usage and a student written essay, 2) analogies eliminated and short reading passages added to existing long reading passages in critical reading, and 3) mathematics content expanded to include topics from third year college preparatory math and quantitative comparisons eliminated.

The fee for the new SAT will be \$41.50; students who cannot afford test fees can apply for fee waivers to cover the cost. The total testing time for the new SAT will be 3 hours and 45 minutes. The new SAT will have three scores, each of the familiar scale of 200-800. Scores will include writing (W 200-800), mathematics (M 200-800), and critical reading (CR 200-800). Two subscores will be given for the writing section: a multiple choice subscore on a scale of 20-80, and an essay subscore, on a scale of 2-12.

The math and reading scores can be compared to the existing math and verbal scores to provide consistency for college admissions purposes. However, the SAT writing is completely new.

Different colleges will use the writing score in different ways. Writing scores may be used for admissions decisions and possibly for placement in English Composition courses. However, for the first few

New SAT continued...

years, some colleges may choose to use writing scores for research purposes only, and not for decisions about admissions or placement. In addition to the raw writing score, colleges that are sent a student's SAT score will also be able to access the student's essay.

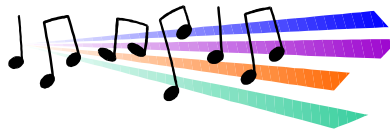
The College Board will hire readers with the following qualifications to score the essays. SAT essay readers must hold a bachelor's degree or higher, currently teach or have taught within the last five years a high school or college-level course that requires writing and have taught for a period of three or more years. Preference will be given to teachers of English, writing, or language arts courses.

Essays will be evaluated holistically. Each essay will be read for the total impression it creates, rather than for its individual aspects. The scoring procedures used will be similar to those used on the SAT II: Writing Test.

The SAT II: Subject Tests are not expected to change. Subject Tests are the one-hour tests designed to measure students' knowledge and ability to apply that knowledge in specific subject areas. Many colleges require applicants to take one or more of these tests in addition to the SAT. There are currently 22 Subject Tests from which to choose.

Students with disabilities, whose documentation has been

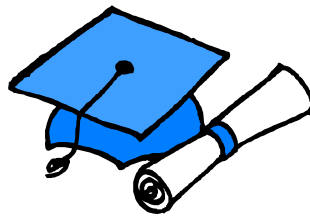
validated by the College Board, will be provided testing accommodations. Students with disabilities that preclude them from writing legibly will be given the same accommodations they presently receive when taking the SAT II: Writing Test.



Elementary Music Parents:

This is just a short note to let you all know that your children 3rd through 5th grades are playing so beautifully in music! This is due to our new "practice sheet" system. I am so proud of them. Please encourage them to fulfill their minimum time each week. It is really paying off.

Mrs. C.



Project Graduation

Project Graduation is a non-profit organization that is dedicated to providing a fun, safe, drug-free, and alcohol-free environment for our AHS

seniors to celebrate their High School Graduation. A party is being planned for the night of graduation, May 18th, for our graduates with games, prizes, food and fun to make this a night to remember.

Donations are needed to help make this a reality. For a donation of \$50.00 you will receive a black and red golf umbrella-a full 52" diameter umbrella with "Argyle Eagles" printed on one panel. For a donation of \$100, you will receive the umbrella and an Argyle Eagle weatherproof carry-all. Business sponsorships are also available.

Donations of gift items that can be used as prizes for the students during the evening's celebration are also needed. Please help support this great cause. Donations are tax deductible and greatly appreciated! For more information, please contact Mary Butler, 464-3043 or Kay Clark, 464-2522.

SDAA II---What is it?

**Dr. Telena Wright
Asst. Supt. Curriculum**

The State-Developed Alternative Assessment II (SDAA II) is an undated testing program. With the 1997 amendments to the Individuals with Disabilities Education Act (IDEA '97), the federal government mandated the inclusion of students who receive special education

SDAA II Continued...

services in statewide assessment and accountability systems. In accordance with federal law, the Texas Legislature in 1997 mandated that students receiving special education services participate in the statewide accountability program, which includes standardized testing.

Implemented in 2001, the SDAA has helped ensure that students with disabilities for whom this assessment is appropriate are making progress in the TEKS curriculum. Changes have been made to the SDAA testing program to align it to the current statewide testing program, the Texas Assessment of Knowledge and Skills (TAKS). The first administration of SDAA II is in 2005.

SDAA II assesses more of the Texas Essential Knowledge and Skills (TEKS) than the State-Developed Alternative Assessment (SDAA) did and asks questions in more authentic ways. SDAA II has been developed to better reflect good instructional practice and more accurately measure student learning. The best preparation for SDAA II is a coherent, TEKS-based instructional program that provides the level of support necessary for all students to reach their academic potential.

A key feature of the SDAA II testing program is that each student is assessed at his or her appropriate instructional level

as determined by the student's admission, review, and dismissal (ARD) committee. The phrase instructional level refers to the level at which a student is receiving instruction in the TEKS based on documentation in the student's Individualized Education Program (IEP). A student's instructional level may differ from subject to subject. The instructional level may also differ from the grade level at which the student is enrolled.

The TEKS student expectations assessed at each grade level of TAKS and each instructional level of SDAA II are part of the curriculum for that grade. For example, the TAKS grade 3 reading test assesses content from the grade 3 reading TEKS. Similarly, the SDAA II Instructional Level 3 reading test assesses content from the grade 3 reading TEKS.

Some modifications frequently made in classroom instruction for students with disabilities have been implemented for SDAA II. These modifications may include fewer test items, more white space per page, larger print, less complex sentence structure, shorter reading and writing passages, and more illustrations accompanying passages and test items. These modifications do not affect the level of the TEKS curriculum assessed.

Please remember there are no baseball practices allowed in the gyms.



HIGH SCHOOL/MIDDLE SCHOOL CHEERLEADING TRYOUT MARCH 11, 2005

The Argyle High School and Middle School cheerleading squads' tryout will be Friday, March 11, 2005. The tryout clinic will be held March 7th through March 10th from 3:30 p.m. to 5:00 p.m. each day in the competition and middle school gyms. The clinic and tryout are closed to the public.

Potential candidates for all the squads may pick up a tryout packet in the Middle School office during the week of February 21st – 25th from 7:45 a.m. to 4:00 p.m. There will be a mandatory meeting on Monday, February 28th at 3:45 p.m. in the lecture hall for all high school candidates. A high school candidate parent's meeting will be held on Wednesday, March 2nd at 6:30 p.m.

If you have questions about the Middle School squad please contact Emily Burk. If you have questions about the High School squads please contact Michelle Schmidt. Both sponsors may be reached at (940) 246-2126 during regular school hours.



Argyle ISD Education Foundation is excited to announce the second annual *GOLDEN EAGLE Teacher Excellence Awards!*

Sponsorship from the Miles Foundation has made it possible for Argyle ISD Education Foundation to present a cash award to one teacher from each campus. Another generous individual donor has established a *new* endowment fund to recognize a District “Teacher of the Year” with an additional cash award.

Nomination Forms will be accepted from anyone willing to participate in the process – parents, peers, principals, students, etc. Upon receipt of a Nomination Form, the foundation will inform the teacher and request their participation by completing a Teacher Application with additional background information. The panel of judges chooses the Award recipients based on the information presented in the Nomination Forms, as well as the Teacher Applications, rather than the number of Nomination Forms received for any one teacher. The three Campus Award recipients will be interviewed by the independent panel of judges who will then

select a District “Teacher of the Year.”

Has your student had a teacher who challenged your child? Have you been inspired by an outstanding teacher? Do you know a teacher that meets the following criteria?

- A concern for students and the capability to inspire them.
- The ability and willingness to work cooperatively with colleagues.
- A drive to initiate activities that improve instruction for students.
- An ability to work effectively with different groups in the community.
- The desire to stay informed about current educational theories and practices.
- An ability and willingness to make meaningful contributions to education.
- Examples of innovations started in the nominees’ classrooms.

Argyle ISD has many wonderful, outstanding teachers! Honor and recognize them with your nomination. Nomination forms can be found in each campus office or complete the forms online from our website at www.argyleeducationfoundation.org or email Kim Hinrichs at gkhinrichs@msn.com.

Nomination Deadline is Friday, March 11, 2004, at 5:00 pm.

Let’s show our “**GOLDEN EAGLE**” teachers how much we appreciate them!!

**GOLDEN EAGLE
Teacher Excellence
Awards
2003 – 2004 Recipients**

Last year, Argyle ISD Education Foundation awarded the first annual GOLDEN EAGLE Teacher Excellence Awards during one of the Teacher In-Service days in late April. The foundation received 46 nominations for a total of 20 outstanding teachers from the district. All the nominees were recognized with a trophy, and the following teachers received the Campus GOLDEN EAGLE Teacher Excellence Award for 2003 – 2004. Each of these teachers received a cash award in addition to a commemorative plaque and a prime parking space designated for them. We are so lucky to have so many outstanding educators in Argyle ISD!

**Joye Erwin – Elementary
Campus Award**

Joye Erwin is a kindergarten teacher at Argyle Elementary School and has taught in Argyle ISD for 24 years. Not only a much-loved and dedicated teacher, Joye Erwin has been instrumental in bringing the Scholastic Book Fair to Argyle, taught at-risk students during

Teacher Excellence Awards Continued...

the Summer Reading Program, served on many committees, PTA, 4-H, and a wide variety of other community activities, and continues to stay current through teacher conferences and organizations around the state.

One nominator described Joye Erwin like this, "Joye Erwin is the most dedicated teacher I have ever met, and I've been in education for 28 years. She is genuinely concerned about the well-being of her students and their families too. She is thrilled to hear about every lost tooth and new puppy dog. She rejoices with them when they learn their letter sounds and when they begin to read and write on their own. She encourages every child, not just the smartest or the cutest. Each child is Joye's child."

When asked what advice she would give to a future kindergarten teacher, Joye Erwin responded with the following:

Teaching is an awesome responsibility and you hold the keys to the doors of learning. Each unique child brings to the classroom his individual personalities and learning capabilities. You, as the teacher, have to discern the most effective methods necessary to open the world to him. Teaching is definitely one of the most rewarding professions. The rewards do not come

without challenges, heartaches, and sometimes tears, but in years to come when you witness the successes of former students you will know you have made a difference. Teaching is a most satisfying career; I highly recommend it.

Leah Beedle – Middle School Campus Award

Leah Beedle "shows a sincere interest in getting the message across to her students. She dresses in costume, makes up silly songs with lyrics that will help them remember important facts. She keeps their attention and gets the message across in a fun way. She's very animated and interesting to the kids, yet she's tough on holding them accountable for meeting expectations. Ms. Beedle provides the perfect combination of "fun, yet firm." These are the words an anonymous student used on the Nomination Form last year to nominate Leah Beedle for the Golden Eagle Teacher Excellence Award.

After 21 years of teaching, over 15 of those years with Argyle ISD, Leah Beedle has developed a teaching style that makes American History fun and helps the students retain their knowledge for many years into the future. Some students say they'll never forget. Ms. Beedle stated that part of her "philosophy of teaching is to create a classroom environment of support and safety so that all students have the opportunity to

participate and learn. In doing this, I develop lessons and activities that might be considered unorthodox for some teachers, to accommodate all learning styles and engage students. . . I use a great deal of animation and theatrics to emphasize points . . . I develop songs to reinforce facts. . . . I know this teaching technique is successful because this information is taught in August and yet students can recall these exact facts in May and can again recall the facts three years later when they take the TAKS test!"

Leah Beedle teaches 8th grade American History. She is the sponsor for the National Junior Honor Society, has served on the Campus Leadership Team, and has also been certified as a Gifted and Talented teacher. She has been honored with many teacher excellence awards throughout her teaching career, and says she "strives to be a role model as an ethical, contributing citizen."

Cindy Harris – High School Campus Award & District "Teacher of the Year"

When Cindy Harris came to Argyle ISD four years ago, Argyle High School was just getting started and there was no UIL academic program. She started the program right away. By the second year, the Argyle High School Science Team won the state championship. The next year, the academic team won both the district and regional academic meets and 13 students advanced to state.

Teacher Excellence Awards Continued...

Again, the Science Team came out the 12-2A Science champions. Last year, the UIL academic team came home victorious as the 2003-2004 State Academic Champions.

Joan Katzen described Cindy Harris as “truly a hidden treasure of the Argyle High School. She is extremely special because of her true love for her subject. When she talks about math, her whole face lights up and she breaks into a smile. Her students can’t help but get enthused about the subject. Her teaching style is magical as she takes a difficult and demanding subject and makes it easy to understand. She gives the incredible gift of ‘the love of learning’ to her students.”

Cindy Harris stated that it is “an honor and a tremendous responsibility to be entrusted with the task of teaching. I have great power as a teacher to affect the lives of my students in a positive or a negative way. My greatest hope as a teacher is to make a positive difference in the lives of my students. It is my responsibility to make sure that I create a classroom that is safe, warm, and intellectually stimulating. It is extremely important to have high expectations, but it is also important to provide ways that students can reach those expectations.”



Band News

Eight Argyle High School Band students were selected for this year’s Association of Texas Small School Bands All State Band:

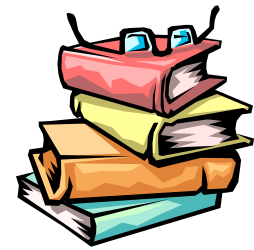
Dara DeGrand – Flute
Ashley Clark – Flute
Josh Albritton – Clarinet
Cindy Hinojosa – Bass Clarinet
Peyton Preston – Contra Bass Clarinet
Graham Atwater – Trombone
Kevin Burnett – Tuba
Heath Delka – Mallets

Students will participate in the Texas Music Educators Association Convention and perform with the All State Band on Saturday, February 12th in San Antonio.

The Argyle High School Band would like to thank all who contributed to the silent auction. We were able to raise over \$5,500.00. The money raised will be used to pay for our trip to Orlando where we have been invited to perform at DisneyWorld.

Thanks for your support.

***Ashley Clark
Drum Major***



From the Secondary School Library/Media Center

The Friends of the Argyle Libraries annual fundraiser is underway. It is called “Mile of Quarters” and the goal is to collect 66,000 quarters which if lined up make a mile. Please look for our volunteers with collection jars and donate.

On February 11, 12, and 13 Argyle ISD will be the featured guest at Barnes and Noble, Denton. Any one that presents a voucher at the time of purchase, will add to the total and on the 13th, our libraries could receive up to 20% for books. Vouchers will be available at local banks, stores and at the schools and there is one in this issue of Insights. We hope we will have a successful event to give the libraries funds for additional materials.



Nurse’s Corner By Jan Haney

The school is in need of nurses who are available to sub when nurses need to be out for conferences, illness, etc. If you are licensed and would be interested in substituting please

Nurse's Corner Continued...

come by to fill in an application.

Caffeine is in coffee, tea, chocolate, colas, many sodas, some drugs, and most 'energy' drinks. Many students today are actively choosing to drink excessive amounts of coffee and cola. Here are some facts for your information.

A 6 oz cup of:

- Percolated coffee has about 120 mg of caffeine
- Black tea has about 70 mg of caffeine
- Green tea about 35 mg of caffeine
- Leading colas 45 mg of caffeine
- Mountain dew 54 mg of caffeine
- Brewed decaf has 5 mg of caffeine
- Milk chocolate has 6 mg per ounce

It can take up to 12 hours to detoxify a single cup of coffee.

The 'half-life' of a drug is the time it takes the body to remove one half of the dose. Caffeine is a drug. The half-life of a single dose of caffeine ranges from three to TWELVE hours.

Caffeine puts your body into stress. A single 250 milligram dose of caffeine (equivalent of 2 1/2 six ounce cups of coffee) has been shown to increase

levels of the stress hormone epinephrine (adrenaline) by over 200%.

Caffeine triggers a classic fight-or-flight reaction. In society we do not respond in a fight-or-flight way. Instead, other things may happen. For example, sugar and fat get dumped unused in the bloodstream. The sugar creates more stress. The fat clogs the arteries. The digestive system slows or shuts down.

Not only is caffeine addictive, it also encourages other addictions to substances like nicotine.

Caffeine does not give you energy. It stimulates your nervous system and adrenals. That's not energy, that's stress.

Stress is a major factor in disorders such as anxiety, insomnia, depression, ulcers, rheumatoid arthritis, headache, hypoglycemia, asthma, herpes, hypertension and heart disease.

DHEA is our vitality hormone. Decreased levels of DHEA is a cause of aging. Caffeine consumption leads to DHEA deficiency.

Caffeine lowers the stress threshold in virtually everyone. That is, if you have had caffeine, it will be easier for you to suffer from emotional stress.

Caffeine disrupts sleep. Deep sleep is CRITICAL to good health. When there's caffeine in your bloodstream, you are

unlikely to experience deep sleep at all!

Malnutrition is one of the most well-defined effects of habitual caffeine intake.

A single cup of coffee can reduce iron absorption from a meal by as much as 75%.

People do not develop a tolerance to the anxiety-producing effects of caffeine. Rather, people simply become accustomed to the feelings of stress, irritability and aggressiveness produced by the drug.

Caffeine contributes to depression in well-defined ways. This is particularly due to the withdrawal effect, which can cause headache, depression and fatigue, even in light users

Students the world over use caffeine not only to stay awake, but also they believe the drug will improve their performance on exams. Solid research, however, illustrates that as little as 100 milligrams of caffeine (one cup of coffee, two cups of cola) can cause a significant DECREASE in recall and reasoning.

Caffeine depletes your supplies of thiamin and other B vitamins, calcium, magnesium, potassium, iron and zinc.

Caffeine increases calcium loss and risk of osteoporosis.

In one large study, the risk for hip fracture for those women who consumed the most caffeine was 300% greater than

Nurse's Corner Continued...

it was for the group that consumed little or no caffeine.



**From: Robin McWhorter,
Elementary Principal**

For this month's article I felt it would be appropriate to explain the Iowa Test of Basic Skills as well as the Cognitive Abilities Test due to the fact that students will be administered these assessments at some point in January. Only kindergarten students get a reprieve because they do not take the Cognitive Abilities Test. I will hereafter refer to the Iowa Test of Basic Skills as the ITBS, and the Cognitive Abilities Test as the CogAT.

The ITBS measures the skills and achievement of students from Kindergarten through grade 8. Developed at The University of Iowa and backed by a tradition of more than 70 years of educational research and test development experience, the ITBS provides an in-depth assessment of students' achievement of important educational objectives. Tests in reading, language arts, mathematics, social studies, science, and information sources yield reliable and comprehensive information both about the

development of students' skills and about their ability to think critically.

The CogAT measures developed abilities, not innate abilities. The development of these abilities begins at birth and continues through early adulthood. It is influenced by both in-school and out-of-school experiences. Because these abilities are closely related to an individual's success in school in virtually all subjects, test results may be used in planning effective instructional programs. In combination with other relevant information about a student, scores can be used to adapt instruction in ways that enhance the student's chances of success in learning. The three primary uses of CogAT scores are (1) to guide efforts to adapt instruction to the needs and abilities of students, (2) to provide an alternative measure of cognitive development, and (3) to identify students whose predicted levels of achievement are markedly discrepant from their observed levels of achievement.

The ITBS and the CogAT are sent to an outside source for scoring and interpretation. We expect to receive the reports by the end of March. A copy of the results will be sent home with your child's fifth six weeks report card.

**Attention
Argyle Elementary
Parents and Students:
There will be
No Treasure Chest Club
In February**



**...from the Principal's Desk
Sonja M. Ball,
Middle School Principal**

Every day I can choose to turn on the television, listen to the radio, read the newspapers, and plug into the internet and be bombarded with information concerning violence in our society at large and at our schools. Many days I find that I have to consciously remind myself to celebrate the goodness in life as opposed to focusing on the scary things. At AMS we have instituted a program for the last several years to help celebrate the goodness in life. Every two weeks we choose a recipient for the MAXimum Kindness Award.

In the fall of 2002 a tragedy struck Argyle, Texas. Over Labor Day weekend one of our families had a car accident on IH-35. Max, then an eighth grade student, was in the car and did not survive. Throughout the following days students and faculty reminisced and reflected on Max's life. Many people spoke of the way that Max would take care of people at AMS. He would be sure that new students did not eat lunch alone and he would stand up for kids who were being picked on or bullied. Max did not do these kind things for any type of recognition; he did them because he was kind. Out of the

Middle School Principal Continued...

discussions arose the idea to celebrate Max's life by creating the MAXimum Kindness Award. We have been awarding the MAXimum Kindness Award approximately every two weeks since the fall of 2002.

Parents, teachers, and students can nominate someone for the award. Nomination forms are available in the office, in the hallway outside the office, and in our classrooms. Students demonstrating daily acts of kindness should be nominated for the award. The nomination box is hanging in the hallway outside the office. Every two weeks, Luke Laird announces the winner of the award during advisory class. In addition to the bi-weekly award, we began selecting one student each year that exemplifies the spirit of MAXimum Kindness consistently throughout the school year. This person is recognized at our annual award ceremony in May and their name is engraved on the plaque in the office.

The MAXimum Kindness Award helps to focus our thoughts on that which is good, positive, and renewing for all the students and faculty at AMS. Please encourage your children to participate in celebrating the goodness of life by nominating people who have been kind to them and to make a conscious effort to perform daily acts of kindness.

Chess Boards Needed!

The 2nd Grade Chess Club is in need of Chess Boards. New or Used- we'll accept anything! You can take the chess boards to Ms. Hammett's classroom (Room 109). Thank you for helping out!



**ELEMENTARY UIL
BRINGS HOME SECOND
PLACE TROPHY
by Melissa Grissom – UIL
Director**

The faculty and administration of Argyle Elementary are extremely proud to announce that our 2004-2005 UIL Academic Teams won the second place trophy, bested only by Prosper. There were seven schools represented in the event.

The team members and teams placed as follows:

4th Art – 5th place. The team consisted of Brooke Ridenour,

Shea Temple and Audra Webbe.

5th Art – 2nd place. The team consisted of Alexandria Aldridge, Tyler Dodd, Emma Pourzan, Rebecca Roberts, Sophia Ulman.

Dictionary Skills – Valerie Evans – 1st place
Sophia Ulman – 5th place

Listening Skills – Whitney Ball – tied for 1st place

Maps, Graphs, & Charts – Emily Talbot – 3rd place
Alec Temple – 6th place

5th Music Memory – 1st place. Team consisted of Tess Athey, Lindy Gardner, Holly Hayden.

4th Music Memory – 2nd place. Team consisted of Melissa Bowman, Matthew Hayden, Travis Lindemann.

3rd Music Memory – 1st place. Team consisted of Monica Conizares, Chloe Mathis, Margaret Stein.

4th Number Sense – Carson Wells – 4th place

5th Number Sense – Kate Walker – 1st place

Daniel Lemons – 2nd place

Devan Leigh – 5th place

5th Oral Reading – Alexandria Aldridge – 4th place

Logan Chisholm – 5th place

Elementary UIL Continued...

4th Oral Reading – Garrett Hamm – 5th place

5th Ready Writing – Tate Watson – 5th place
Tyler Dodd – 6th place

5th Spelling – Valerie Evans – 2nd place

4th Spelling – Brian Mooney – 2nd place tie

3rd Spelling – Matthew Hayden – 4th place
Kim Strelke – 5th place

3rd Storytelling – Monica Conizares – 6th place

2nd Storytelling – Jessica Portales – 4th place

The coaches for the different events worked very hard, also. They spent time each week after school preparing the students for the competition. The coaches of the different events were as follows:

Art – Mrs. Ruestmann
Dictionary Skills – Ms. Wittmis
Listening Skills – Mrs. Whaley
Maps, Graphs & Charts – Mrs. Lynn Miller
Music Memory – Mrs. Chrestopoulos
Number Sense – Mrs. Grissom
Oral Reading – Mrs. Ulman and Mrs. Herrin
Spelling – 3 – Mrs. Callaway
Spelling – 4 – Miss Sanchez
Spelling – 5 – Mrs. Kerestine
Storytelling – Mrs. Cooley
Ready Writing – Mrs. Sydow and Mrs. Head

Creative Writing – Miss Hammett

The day before the contest, each contestant was given a medal with the Lamp of Knowledge on it to show how much we appreciated their hard work. The PTA had a wonderful, exciting pep rally on the morning of the competition. We introduced every team member and coach and thanked them. The JH Band and the cheerleaders were there to lead and inspire the crowd. It was a wonderful send-off for the contestants, and we appreciate the hard work of the PTA for putting it together.

Academic UIL is so very important for elementary age students. It teaches them that they will have to compete with others for the things they want in life, and that they must prepare for this competition rigorously. It is a lesson they will long remember.

Bridgeport High School Math/Science Meet 12-4-04

Sweepstakes

1st Bridgeport
2nd Argyle

Science

1st team Argyle
1st senior Justin Freebourn
2nd senior Josh Albritton
3rd junior Brock Spratlen
5th junior Kevin Burnett
2nd sophomore Justin Johnson
4th sophomore Chris Wilkerson
5th sophomore Aaron Andersson

6th sophomore Hilary Krebsbach
9th sophomore Chris Graf

Biology

1st Justin Freebourn
2nd Josh Albritton

Chemistry

1st Justin Freebourn

Physics

1st Josh Albritton
2nd Justin Freebourn
3rd Kevin Burnett
4th Brock Spratlen

Mathematics

1st team Bridgeport
2nd team Argyle
2nd senior Josh Albritton
3rd senior Justin Freebourn
4th senior Lauren Johnson
2nd junior Kevin Burnett
5th junior Brock Spratlen
3rd sophomore Chris Graf
4th sophomore Justin Johnson
5th sophomore Chris Wilkerson
6th sophomore Aaron Andersson
7th sophomore Hilary Krebsbach

Calculator

1st team Bridgeport
2nd team Argyle
2nd senior Josh Albritton
1st junior Kevin Burnett
10th junior Brock Spratlen
3rd sophomore Justin Johnson
5th sophomore Chris Wilkerson

Number Sense

1st team Bridgeport
2nd team Argyle
2nd senior Josh Albritton
1st junior Kevin Burnett
9th junior Brock Spratlen
5th sophomore Justin Johnson
6th sophomore Chris Wilkerson

**Math/Science Meet
Continued...**

Top Gun

- 2nd senior Josh Albritton
 - 3rd senior Justin Freebourn
 - 1st junior Kevin Burnett
 - 3rd sophomore Justin Johnson
- *****

**Flower Mound
High School UIL
Academic Meet
(Release A)
1-8-05**

Sweepstakes

- 1) Argyle 275

Journalism

- 1st team - Argyle

Feature Writing

- 1) Yasmin Furtick
- 2) Lauren Edwards

News Writing

- 1) Maggie Borders
- 2) Kellsye Wells

Headline Writing

- 1) Emily Lockwood
- 2) Kelly Sample

Editorial Writing

- 1) Maggie Borders
- 2) Christie Bonfield
- 3) Kelly Sample

Ready Writing

- 1) Christie Bonfield
- 2) Vickie Eads

Computer Applications

- 1) Brooke Jenkins
- 4) Stephanie Beck

Literary Criticism

- 1st team – Argyle
 - Erika Wade
 - Yasmin Furtick
 - Kellsye Wells
- 2) Erika Wade
- 3) Yasmin Furtick
- 4) Kellsye Wells
- 5) Lucia Nunez

Science

- 1st team – Argyle
 - Justin Freebourn
 - Justin Johnson
 - Aaron Andersson
- 1) Justin Freebourn

Biology

- 1) Justin Freebourn

Chemistry

- 1) Justin Freebourn

Physics

- 1) Justin Freebourn

Mathematics

- 2nd team – Argyle
 - Justin Freebourn
 - Lauren Johnson
 - Justin Johnson
- 4) Justin Freebourn
- 5) Lauren Johnson

Spelling

- 2) Lucia Nunez

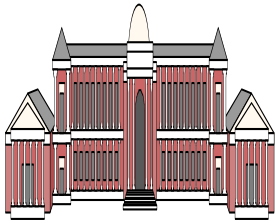
**Argyle
Elementary Honor Roll
3rd Six Weeks
“All A”**

- 4th Grade:** Melissa Bowman, Lorenzo Bruno, Hannah David, Alec Harris, Dustin Leigh, Tori McGalliard, Megan Pierce, Hayley Schulze, Chanel Smith, Kaitlin White, Sarah David, Mackenzie Ferris, Seth Jones, Brian Kanzaki, Whitney Eddington, Garrett Hamm, Kyle Herod, Brian Mooney, Shea Temple, Mark Bird, Cullen Burkett, Celene Gielink, Trevor Jones, Emi Kniffin, Erika Abernathy, Zach Dickerson, Jason Egan, Nate Graf, Morgan Gumbert, Alex Kercove, Blake Lyle, Kara Peak, Brooke Ridenour, Elizabeth Roden, Shelby Smith, Marshall Stiles, Austin Stoops, Laura Tudor
- 5th Grade:** Christian Pucciarello, Karolyn Short, Logan Chisholm, Valerie Evans, Lindcy Gardner, Holly Hayden, Alec Temple, Sophia Ulman, Kate Walker, Lacy Blake, Josh Bostick, Kyle Davis, Devan Leigh, Daniel Lemons, Tate Mosier, Nichole Williams, Cheyanne Winn, Dylan Gumbert, Rebecca Roberts, Tyler

- Dodd, Bobby Hansen, Emily Talbot, Tate Watson, Connor York

“A-B”

- 4th Grade:** Tara Culberson, Hanley Cullen, Richard Furtick, Sydney Harvey, Jesse Jones, Peter Mayfield, Josh McLaughlin, Garrett Scott, Trey Spratlen, Kirk Vickers, Tyler Wasserman, Brittany Fortune, Paige Gwartney, Kyle Henkel, Zac Isakson, Paige Kaase, Gabriel Landin, Emily Lee, Hunter Lenamon, Maribel Martinez, Nick McBride, Rebecca Nunez, Katie Price, Alvaro Quintanilla, Sheyenne Schroeder, Matthew Temple, Scott Walton, Mary Beth Wright, Brook Bailey, Ashleigh Block, Chance Bode, Hunter Burnam, Bryanna Clark, Danielle Cross, Scott Henkel, Peyton Hutchinson, Travis Lindemann, Michael Newell, Maddy Sanders, Taylor Simpson, Morgan Thompson, Caitlin Thurston, Carson Wells, Adam Wolf, Cody Ames, Bailey Boughton, John Davis, Tanner Fought, Allea Harris, Connor Kane, Andrew Kolember, Caydan Long, Ethan Luna, Sarah Malik, Michael McConnell, Kimberly Sanders, Audra Webbe, LeeAnn Wells, Hunter Bellan, Michael Caltrider, Aly Dunlap, Weston Forrer, Luke McMullen
- 5th Grade:** Aimee Kline, Zoe Koczo, Rachel McGehee, Mattew Nelson, Grant Stein, Rachel Zembraski, Sam Helman, Matson Kane, Jake Moore, Colleen O’Connor, Jonathan Patton, Brad Pearson, Rachel Weber, Rachel Wilkes, Meagan Barnett, Caitlin Brammer, Marisa Brazeel, Dennis Cain, Sawyer Camillo, Jordan Coke, Madi Cvar, Will Forrer, Trey Keenan, Madison Sanders, Cameron Bradshaw, Alexa Ehlers, Scott Laird, Madison Mead, Clint Merka, Hayden Muns, Gabrielle Nation, Shelby Ratliff, Katlyn Shepherd, Kelsey Stewart, Alex Aldridge, Erin Bennett, Tess Athey, Carston Bossow, Chadd Bossow, Logan Dameron, Kevin Fenley, Gabriela Govea, Daniel Howell, Garrett Maestas, Nick McKellar, Kaitlin Mills, Maci Moore, Sarah Olsen, Rebecca Roberts, Mat Ryon, Taylor Reneau, Emma Pourzan, Chandler Hackney, Leah Gravley, Alexandria Castleberry, Mason Clark, Crystal Clowdus, Ashley Cole, Whitney Ball



***Argyle High School
Principal
Mr. Jeff Henry***

The question in high schools today is frequently about raising standards and preparing students for college and or life after high school. In an ever changing society based on a new digital economy, the question of meeting students' needs is ever present. According to a report from the Utility Business Coalition, Inc.... "There is a significant difference between the number of high school graduates who enroll in college and the number of students who actually graduate four or five years later." This report indicates that out of every 100 high school graduates, an average of 70 enroll in a college of some type. Of the 70 enrollees, only about 42 to 45 return for their sophomore year. Of the 42 or so students who return for their sophomore year about 34 remain in college to their senior year. Interestingly enough, only about 28 of that 42 will graduate in five years and only 14 of the original 42 who returned for their sophomore year will find work in their degree plan area.

This picture gives us at least two areas of concern. First, if our focus for student success in

college is the point of our educational system, research indicates that we are failing at least half of our students, because we are not preparing for the eventual outcome for real life after they have tried college and then moved on to the work force world. If we fail to prepare them for life or work in a broader context, we may have also failed to prepare them to succeed. It is not enough to prepare students to take notes, listen to lectures, and write formal academic papers. The full scope of the skills they need is broader and they need to be ready to apply them in a variety of work and learning opportunities.

Second, with such a large dropout rate at the college level, the question of whether we are assisting students to make the best, most informed decisions about their future. We need to help students gain a realistic picture of what college life is really like and whether a college learning environment or setting is really what is best for them. Our failure to understand this challenge often places students in situations in which they are lost and confused with college and perhaps feelings of failure or frustration with the educational system in general.

If we are to successfully address this challenge, we must also bring parents and the community into the equation. The depth of this problem is one that will become very critical in this age of budgetary constraints and rising tuition costs. Developing the face of a new

education, in order to help students see the importance of future decisions is imperative. We must move forward in raising the expectations of students and teachers' expectations in the classroom and for a closer look at graduation plans as students move into the high school setting.