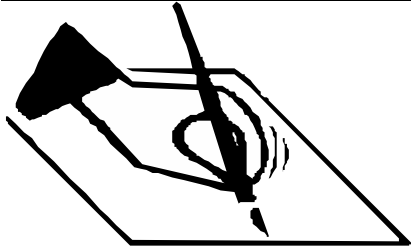


# INSIGHTS



September, 2006



## A Note From

*Carolyn Pierel  
Superintendent*

With a few minor exceptions, the 2006-207 school year has gotten off to a very smooth start. I am extremely proud of the work our administrators, teachers and staff did to prepare for another productive and exciting year for our students. Current district enrollment is about 1680.

Congratulations are in order for Argyle Middle School. They attained an Exemplary status for this year. Hilltop Elementary had only one score below 90% which was an 87% in science and Argyle High School had one score, an 88% in math. Therefore, both of these campuses are rated Recognized. I am confident that all three campuses will attain Exemplary in the near future, in spite of the TEA's

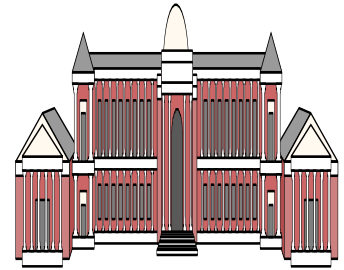
increasingly higher standards for achievement.

Parents have been very patient with long traffic lines at both campuses. Please remember that we cannot control traffic on any street that is not on school property. That means the traffic circle at Hilltop and Lone Star Drive and the ball field roads at AHS are the only roads under our control.

Three weeks reports should arrive at students' homes soon. Please contact your children's teachers if you wish to make an appointment to meet with them. The most efficient way would be through e-mail.

I hope everyone reading this will decide to become involved in some aspect of Argyle ISD. There are many organizations to join, volunteer positions to be filled and committees on which to serve.

Also, citizens are always welcome at the monthly meetings of the Argyle Board of Trustees. They meet the third Monday of the month at 800 Eagle Drive, at 7:00 p.m.



*Argyle High School  
Principal  
Mr. Jeff Butts*

We are off to a tremendous start to what has the potential of being a remarkable school year. The staff and students at Argyle High School have already begun putting great effort into getting our school back to the Exemplary status we once enjoyed. Through a collaborative team effort of administration, faculty, students, and community, our high school can reach new heights never before imagined.

We are very excited to have several new members on our faculty this year. These are: Christy Ames (Assistant Principal), Mayra Alderete (Spanish), Bryan Beene (Math), Phyllis Clark (Math), Valerie Hamlin (Science), Kathy Johnson (Band Director), Lance Key (English), and Carol Merka (Student Special Services Coordinator). These new faculty members, along with our current faculty, will provide the opportunity for all students

## High School Principal Continued...

who attend Argyle High School to receive the highest possible quality of education.

My wish is that our school and our community work as a team this year in an attempt to ensure the success of all of our students in their preparation for life's adventure. When you can take a moment out of your busy schedule, I would like to encourage you to come up and support the many activities that we offer here at Argyle High School. Our teachers and students work countless hours preparing for their chosen activities. It means a great deal to all involved to see our community's interest and support in our students' endeavors.

Thank you to our parents and guardians for allowing Argyle High School to play a part in molding your child into being a successful part of this great country in which we live. I look forward to working with you in the future.



### *From the desk of...*

**Chris Daniel,  
Middle School Principal**

Welcome back! The first few weeks of school have been magnificent at Argyle Middle

School. The students have started finding their classes, some have journeyed to the new portable buildings, opening their lockers (quite a challenge for 6<sup>th</sup> graders), and all are establishing relationships with their teachers.

Due to the growth in the district, we have added five new teaching positions. An additional math, science, social studies, and English teacher have been added. We are also now offering Spanish to middle school students.

I would like to welcome our new faculty and introduce them briefly to you: Mayra Alderete is teaching middle and high school Spanish; Peter Anderson is our new middle school band director; Brian Davidson is teaching TAKS math and coaching middle school girls and boys; Aaron Dodson is teaching seventh and eighth grade science and coaching middle school boys; Wesley Haynes is teaching computer classes and is coaching middle school girls; Cori Hederich is teaching art; Holly Kirby is teaching seventh grade English; Crystal Kulle is teaching eighth grade English; Doug Norman is teaching eighth grade science and coaching middle school boys; Mandi Pels is teaching seventh and eighth grade English and coaching middle school girls; Nick Price is teaching seventh and eighth grade math and coaching middle school boys; Alisha Reimers is teaching eighth grade US History; Darren Wilson is teaching seventh and

eighth grade history and coaching middle school girls. I would also like to welcome our new assistant principal, Scott Gibson.

With the addition of our new staff and our wonderful returning staff, I expect this to be another fantastic year at AMS.



**From: Robin McWhorter,  
Elementary Principal**

I would like to take this opportunity to welcome all of you to the beginning of a wonderful school year at Hilltop Elementary.

Our school thrives under the premise that parental involvement plays an integral part of student achievement; therefore, as a result of working together, Hilltop students will continue to achieve great success and develop a life-long love of learning. From kindergarten on our teachers stress academic excellence and positive social development.... in this we do not compromise. For it is our core belief students achieve what is expected of them, and what we expect are results commensurate to their unique abilities.

We have added to our dedicated and highly qualified faculty the following: Mallory

## Elementary Principal Continued...

Bownds-Second Grade; Pam Moore-Third Grade; Kristen Haynes-Third Grade; Karen Forrer-Fifth Grade; Holly Earl-Paraprofessional; Lanette Gantz-Paraprofessional and Kerri Frederick- Food Service Director. These educators, along with our returning faculty, welcome your questions and insight regarding your children. Education is a partnership, and we are cognizant of the fact that our students reap huge benefits from a positive working relationship between home and school.

If there is anything we can do to help your child please do not hesitate to let us know. The unvoiced concern cannot be resolved, as the missed opportunity seldom presents itself again.

In closing, I sincerely hope your experience with our school enhances your faith in public education and that you will find at Hilltop Elementary an education for your children worthy of your love and concern for them. Let's work together and have a remarkable school year. If the need arises, you may contact me directly at [rmcwhorter@argyleisd.com](mailto:rmcwhorter@argyleisd.com) or 940-464-0564.

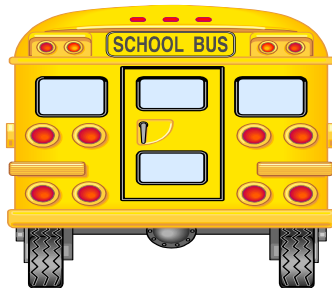
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## UIL Math/Science

The practice schedule has been set for students interested in math or science. Number Sense will practice at

7:35 AM in room 311 Monday through Friday. Chemistry will practice at 3:35 in room 209 on Monday. Calculator Applications will practice at 3:35 in room 311 on Tuesday. Mathematics will practice at 3:35 in room 311 on Wednesday. Physics will practice at 3:35 in room 311 on Thursday. Biology will practice at 3:35 in room 214 on Friday.

Students who have a conflict during these practice times need to see Mr. McCurdy to see if an alternate practice time can be arranged. We will try to work with three sport athletes, band members, and others who want to participate but have conflicts.



## On the "Bus" side of Life

### Welcome back everyone!

It's great to be into another exciting year for 2006-2007. Our bus drivers are as follows:

- Route 1) Charles Spath  
2) Joann King  
3) Lonnie Egerton  
4) George Varrallo  
5) John Rebeck

Spec. Ed. Driver's: Larry Runte and Jerry Franklin

Spec. Ed. Aide's:  
Brittany Taylor and  
Mike Delong

**National School Bus Safety week is October 15-21, 2006.** Please feel free to join us during the in school programs. Please watch for future information.

## A Friendly Reminder

Please turn in those Rider Contracts. They will apply to everyone who rides a bus for: FieldTrips/Band/ Athletics/Fun trips and home to school routes.

We look forward to serving your students again this year.

Roxie McBride  
Safety and Training Dept.  
AISD

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## ChooseToCare

**If you know about something that could harm you or someone you know, report it to your school officials now. But, if reporting what you know, in person, is not an option – provide your information online.**

**ChooseToCare.com is safe, secure, and confidential. And, you can remain anonymous.**

**No Web access? Call toll free:**

**877-277-3812**

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## The HS/MS PTSA is excited to announce Eagle Plaza!

Eagle Plaza is a 1600 sq. ft. area that will be located in front of the main entrance of the High School/Middle School on the left hand side as you approach the school. It is designed as an area for students to wait for rides, meet with friends and enjoy outdoor classroom time. With the money raised from brick sales, we plan to install Eagle Plaza and put in additional landscaping around the school.

We are selling personalized brick pavers (5 X 8) for \$50.00. They can be in honor of a student, in memory of a loved one, or dedicated to any person.

Some examples would be:

“Jane Student, Class of 2012”  
“In Memory of Grandpa Smith”  
“In Honor of Joe Soldier, Iraq 2006”  
“Joe Athlete, #42, 2006-07 Lacrosse”

Eagle Pavers (12 X 12) are also available, They are designed for, but not limited to, Corporate Sponsors. Eagle Pavers are will be located in the center of the plaza and may be purchased for \$500.00. If you have a business or service in this area, please support our school by purchasing one. It is advertising carved in stone!

The PTSA will be selling bricks and pavers until January 30<sup>th</sup> 2007. Design and installation

of this project should begin in early 2007 and will be done by Complete Landsculpture.

Order forms are available at both MS/HS Offices, the Birdcage and on the AISD website.

If you have any questions, please contact PTSA Environmental Chair, Maribeth Lynch at 940-464-8010.



### **Nurse's Corner**

By Jan Haney

Students all have an emergency card kept in the nurse's office. It is imperative that we have current and ample information. All students need three emergency contacts. We need to be kept apprised of any new or changed personal telephone numbers or emergency contacts. This allows us to have people who can help us locate you in the case of an emergency. If your child is sent to the emergency room for any reason, this card information will be sent with him/her, therefore it is extremely important that any health information that would be needed at the emergency room is on the card. This would include diagnosis and medications, even if not taken at

school. Please stop by and update cards as needed. In the interest of protecting all students we ask that you keep your student at home if:

1. a fever of over 100 degrees
2. have been vomiting or having diarrhea in the last 24 hours
3. have red eyes with creamy discharge
4. have a rash of undetermined origin
5. undiagnosed open draining sores
6. have untreated head lice
7. or other signs of infection.

Please be aware that medication administration guidelines for the schools have NOT changed. All medication to be given at school must have a signed permission by parents. Medication can be kept and given 15 days only with only a parent signature. Medication that needs to be left at school over 15 days MUST have a physician signature. Medication is kept in the nurse's office locked up when in the school buildings. If your student needs to have medication while at school, we are more than happy to assist but guidelines must be followed. Thank you for your help in complying with these regulations.

There has been an increase in West Nile Virus in the surrounding areas this year. Please be sure your child is protected when outside and try to prevent standing water, where the mosquitoes might breed. The following link can

## Nurse's Corner Continued...

help you with more information about West Nile Virus.

[http://www.cdc.gov/ncidod/dvbid/westnile/wnv\\_factSheet.htm](http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factSheet.htm)

Although we are moving into fall, we just want to remind you that the heat still has great potential for harm. Be sure your student has a water bottle, sunscreen, and wears light weight loose clothing. We will limit recess on days where the temperature exceeds 100 but even in the 90's children running and playing, without sufficient water or over dressed can experience heat exhaustion or stroke. The following links give hints and information to prevent heat illnesses.

<http://www.bt.cdc.gov/disasters/extremeheat/heattips.asp>  
[http://www.bt.cdc.gov/disasters/extremeheat/heat\\_guide.asp](http://www.bt.cdc.gov/disasters/extremeheat/heat_guide.asp)

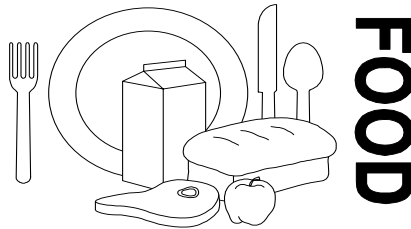
We appreciate your help greatly in this matter.

## REPORTING YOUR STUDENTS ILLNESS

We have been requested by the Denton Co Department of Health to report illness and absences from school. This is part of the county pandemic flu planning and preparation. When your child is absent from school and you call to report, please note type of illness and symptoms. We are required to report to Health Department with specifics and want to give an accurate report. If your child is diagnosed with flu by a

doctor we need that noted so please help up get correct information.

Please feel free to call and consult the school nurse if you have questions or concerns. Middle School/High School Sherrie Thompson, RN 940-262-777, ext 2112 and Hilltop Elementary School Jan Haney, RN 940-464-0564, ext 113



# FOOD

## Food Service Director Kari Frederick

I recently received a phone call from a concerned parent requesting that the child nutrition staff require her child to take the vegetable serving from the lunch line. While this seems like a very logical and justifiable request, I had to explain to this very kind and gracious parent that it is against policy for any district employee to tell her child what to select from the line. Argyle ISD works on a traditional menu planning system using an offer versus serve approach which was designed to reduce food waste and costs in the school lunch program. Annually the district submits an application to participate in the National School Lunch Program. Under the program, the district receives a reimbursement for all student meals that fit the criteria

under our declared menu plan. Under the system we have adopted, the child is offered five food items containing at least four different food components. The components are meat/meat alternative, fruit/vegetable, grains/breads and milk. From the five food items, the child must select at least three components for their lunch to be considered reimbursable. Remember that menu items, food items, and components are all different; this becomes very important when it comes to pricing. For example, let's say the menu is lasagna, tossed salad, green beans, mixed fruit, and milk. If your child picks up all five items, he/she will be charged \$2.25 for a reimbursable lunch. However, if your child only picks up lasagna and milk, his/her meal still contains three components (meat, pasta, milk) and is still considered reimbursable and will still cost \$2.25. So, if your child is coming home hungry, question them about their selections that day. Often, young children have to experience a new food at least twenty times before they will accept the food as part of their regular diet. Encourage your children to experience new foods by at least tasting them. Child nutrition staff will encourage children to "pick one more item" but **can not** tell your child what to select or force them to pick up something that they do not want. I will be happy to answer any questions that may arise. My e-mail is [kfrederick@argyleisd.com](mailto:kfrederick@argyleisd.com) or I may be reached at (940) 464-0564 ext. 135.



## **Treasure Chest**

### **Book Club**

**Will be held on  
September 27<sup>th</sup>, 3:00-  
4:00 p.m. Pick up will  
be in front of the  
elementary.**



## **Argyle Band News**

The school year is well under way and the band program is 'marching right along'! All band students have had a great start and are settling into a routine and preparing for their various performance activities. All students continue to show great work ethic and a desire for musical excellence.

Our Band Fall fundraiser begins on September 28<sup>th</sup>. Please plan to participate vigorously to meet our financial goals.

### ***BEGINNER BAND***

Beginner students are learning the fundamentals of music and playing an instrument. Students will be working on producing a characteristic sound on their respective instruments and will be bringing them home to practice very soon. We are teaching layers that build, one upon the other, to form a solid foundation of playing. We are developing the theoretical and tactile concepts prior to learning to produce a sound.

### ***MIDDLE SCHOOL BANDS***

The 7<sup>th</sup> and 8<sup>th</sup> grade students are getting re-acquainted with their instruments after a long summers rest. The White and Red Bands are working on fundamentals, warm-ups, and pep music for performance at pep rallies and football games. Private lessons have begun; students who have not yet signed up can still do so.

Parents and students should be visiting [www.charmsmusic.com](http://www.charmsmusic.com) to update their information and to print off the various handouts that need to be returned. Be sure to sign and return the Parent Consent, MS Band Handbook, and Travel forms. Anyone who has trouble logging on should contact Mr. Anderson at [panderson@argyleisd.com](mailto:panderson@argyleisd.com).

### ***MARCHING BAND***

We are greatly anticipating the arrival of football season! Our

football players, cheerleaders, and band students have been preparing for weeks to step into the 3A arena and show the state what we are made of! Plan on seeing the marching band in full regalia at the Homecoming game on September 15<sup>th</sup>.

We will begin the season with the first two movements of our marching show "Beyond Perimeters". Each subsequent half time will reveal more of the show and visual elements that are added to complete the show.

The Argyle High School Drumline will be participating in the Plano Drum Line Competition on September 23<sup>rd</sup>; as the defending champions in class A. At the 2005 competition, the Drumline came in 1<sup>st</sup> place over both 3A and 5A bands in their classification.

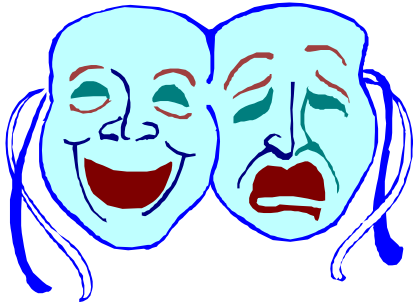
The Marching Band will participate in the Carrollton Tournament of Champions Marching Festival on September 30. This will be our first time to participate in this festival where bands from all over the state will come to compete.

We will continue to rehearse Tuesday through Friday from 6:50 – 7:50 a.m. and also on Monday nights from 6:30 – 8:30 p.m.

Students and parents should be visiting [www.charmsmusic.com](http://www.charmsmusic.com) to print off handouts and keep updated on information. Be sure to print off the HS Band Handbook, Parent Consent and

**Band News continued...**

Indemnification, and Travel forms, sign and return them to Mrs. Johnson. Anyone having trouble logging on should contact Mrs. Johnson at [kjohnson@argyleisd.com](mailto:kjohnson@argyleisd.com).



**CALLING ALL GUMSHOES AND CSI**

Do you have a secret desire to solve mysteries, particularly murder mysteries? Well, your wildest dream is about to come true. The AHS Spotlight Players will be presenting **MURDER IN THE HOUSE OF HORRORS** on Saturday, September 23<sup>rd</sup> in the AHS theatre.

Dinner will begin at 6:00 in the cafeteria. Participants will then be escorted from the dinner to the museum exhibit of "Monsters, murderers, and madmen" by museum docents. The exhibit will be heavily guarded. Audience members will be given an opportunity to place bids

on items in the silent auction before proceeding on into the auditorium for the museum lecture. Keep your eyes open as strange things may happen before your very eyes. You may even be asked to help with the investigation. Tickets will go on sale September 18<sup>th</sup> in the high school office. Buy your tickets early because dinner seating is limited.

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Argyle High School Student Council News  
By Rita O'Connor-  
President

School is up and running and everyone's schedules are starting to get full, including Student Council's! The officers, members of Student Council, and Administration have already started planning many activities for this school year. Homecoming is right around the corner and we are excited about starting new traditions and

continuing with established ones. A new tradition that we are starting this year is a **Homecoming Parade on Monday, September 11, 2006**. If you are interested in being a part of the parade and entering a float, you can pick up a form, and information sheet, from the High School, Middle School or Elementary office. We need a lot of participation in order to have an awesome parade to kick off Homecoming week! We hope all of the citizens of Argyle come out to support this event. If you have any questions, please email Ms. Simmons at [ssimmons@argyleisd.com](mailto:ssimmons@argyleisd.com).

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**UIL Academic News**

The UIL academic team at Argyle High School will soon be recruiting students to participate during the 2006-2007 school year. We are hoping to have a very competitive team as we move into class AAA. The first event will be the Student Activity Conference at the University of Texas at Tyler on September 23<sup>rd</sup>. The state contest directors will be present to talk to students and discuss any changes that they are making for this year's competitions.

Invitational contests will begin in late October and continue into early March.

## UIL Academic News Continued...

The district meet will be held in late March, with the region meet following in mid April. The state meet will be held in early May.

Argyle students who participate in academic UIL competition often notice that their grades improve. Many find that their SAT scores increase. Most are very successful in advanced placement courses.

All students are welcome to participate. Select a contest and contact the coach of that contest to find out when practices are scheduled. If you are interested in Spelling or Ready Writing, contact Mrs. Fischer. If you are interested in Literary Criticism, see Mr. Key. If you are interested in Current Events or Social Studies, contact Mrs. Marx. If you are interested in One Act Play, Poetry, Prose or Journalism, see Mrs. Chumbley. If you are interested in Computer Applications, contact Mrs. Spain. If you are interested in Number Sense, Calculator Applications or Mathematics, see Mr. McCurdy or Mrs. Burnett. If you are interested in Science, contact Mrs. Kass or Mrs Hamlin..

If you have any questions about UIL academic competition, contact Mr. McCurdy. His e-mail

address is  
[cmccurdy@argyleisd.com](mailto:cmccurdy@argyleisd.com)



From the Hilltop  
Elementary Counselor...  
Michael Ball

### Stay Safe Program to Begin

It is with much excitement and anticipation that we welcome the return of Deputy Leslie Willingham this year. Due to budget constraints at the Denton County Sheriff's Department, the DARE curriculum has been replaced with a seven week program that has been developed for our 5<sup>th</sup> graders by Deputy Willingham called Stay Safe. S.T.A.Y. S.A.F.E. actually stands for Student Training and Youth Substance Abuse Fighter Education and had been organized to include many of the same important concepts of DARE, while addressing additional topics that area schools have requested out of need and concern. The lessons will include topics such as drug and alcohol awareness, bullying, peer pressure, and

internet safety. Classes will begin the week of August 28. In addition to working with our 5<sup>th</sup> graders, Deputy Willingham will also be making a visit to all of our other classrooms (K-4) to teach a developmentally appropriate lesson.

Deputy Willingham brings a great deal of passion and enthusiasm to her job and we are fortunate to have her. She has conducted community policing presentations, plays an active role in neighborhood crime watch, and has served as an instructor for DARE as well as McGruff. Our community is a better place because of her efforts.

I believe that preventative education is such an important part of a child's learning experience. If you feel so compelled, I hope that you will join me in letting the Denton County Sheriff's Department know how much we appreciate their continued support.

"Think beyond just today! A child who makes good decisions and choices can grow up to be an adult who has a positive influence on all who know them."

- Deputy Leslie  
Willingham

I am looking forward to another great year. The year has brought with it many new faces to our school and I am looking forward to getting to

**Elementary Counselor continued...**

know each one of them. Please let me know if I can be of assistance.

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**Section 504**

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504) is a federal civil rights law that prohibits discrimination against individuals on the basis of disabilities and guarantees access to federally funded programs for disabled individuals. The law defines an individual with a disability as one with a physical or mental impairment that substantially limits one or more major life activities. Schools must establish appropriate accommodations to eradicate barriers that hamper a student’s participation in school and school activities when protected under Section 504.

The law requires that schools establish a 504 team to collaboratively identify students who may be eligible for protection under 504. The team’s responsibilities include determining whether or not a student has a physical or mental impairment that **substantially** limits a major

life activity and then establishing a plan to accommodate those who are deemed eligible. Major life activities, as defined in section 504 regulations, include but are not limited to functions such as caring for one’s self, performing manual task, walking, seeing, hearing, speaking, breathing, learning, and working.

The 504 committee is charged with gathering documentation and information from a variety of sources. All considered information and documentation gathered must relate to the individual student’s learning process. There are no impairments in and of themselves that will automatically qualify a student for protection under 504 nor is a medical diagnosis of an illness or condition suffice to qualify for service under 504.

The determination of a substantial limitation is made on a case by case basis and mitigating measures are considered. . “Mitigating measures” are devices or practices that a person uses to correct for or reduce the effects of that person’s mental or physical impairment. Examples include corrective eyeglasses and medications. A person who experiences no

substantial limitation in any major life activity when using mitigating a measure does not qualify for protections under 504.

In determining whether or not a student is eligible for services protected under 504 the 504 team must answer the following three questions.

1. Does the student have a physical or mental impairment?
2. Does the impairment impact one or more major life activities?
3. Does the impairment **substantially** limit one or more major life activities?

In order for a student to qualify for protection under 504, the 504 committee must answer “yes” to all three questions. Documentation supporting their decision must also be in place. Once a student qualifies for protection under 504, IDEA requires re-evaluation every three year or more frequently if requested by a teacher or parent.

Carol Merka

Student Special Services Coordinator

Argyle High School

**The Friends of the Argyle Libraries (FOAL) is made up of parents, students, teachers, extended family members, and friends who are interested in supporting our libraries and making them exemplary. Fund-raisers happen twice a year and help with any activity is always welcome. Memberships give the organization operating funds and we invite you to join. Thank you for your support and ideas.**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Phone#** \_\_\_\_\_ **E-mail** \_\_\_\_\_

**Please circle your area(s) of interest**

**Fund Raising**

**Membership**

**Publicity**

**Nominating**

**Work in the Library**

**Support**

**Membership fee:**

**Individual: \$15.00**

**Family: \$25.00**

**Corporate \$25.00**

**Amount enclosed** \_\_\_\_\_

**Please make checks made payable to FOAL, Inc. and return to Tracie Smith Middle/High School librarian.**

# **Accountability Rating for 2006**

By Dr. Telena Wright  
Asst. Supt.

The 2006 preliminary accountability ratings for Argyle ISD are as follows:

Hilltop Elementary---Recognized  
Argyle Middle School---Exemplary  
Argyle High School---Recognized  
Argyle ISD---Academically Acceptable

## Hilltop Elementary's Recognized Rating

At Hilltop 90% of the tested students passed the test for every subject except fifth grade science. This year science in K-5 will be an area of particular emphasis. Once science is at 90%, then Hilltop will receive the exemplary rating.

## Argyle Middle School's Exemplary Rating

At Argyle Middle School 90% of the tested students passed the test for every subject. This is a huge accomplishment! In 2008 science will begin counting for MS, so this area will be a particular emphasis.

## Argyle High School's Recognized Rating

At Argyle High School 90% of the tested students passed the test for every subject except math. Math was at 88.42% passing where 90% was needed. In 2006-07 math will be an area of particular emphasis. Once math is at 90% passing, then AHS will receive the exemplary rating.

## Argyle ISD's Academically Acceptable Rating

Results are divided by African-American, Hispanic, white and economically disadvantaged students. There are four subgroups of students with enough students in each to count at the district level: Hispanic math, Hispanic reading/ELA, economically disadvantaged math, and economically disadvantaged reading/ELA.

In three of these groups, AISD was in the recognized category but on economically disadvantaged math AISD was at 67%. Math will continue to be an area of emphasis at the district level.

The 2006 accountability rating system for Texas public schools and districts uses four base indicators:

- **spring 2006 performance on the Texas Assessment of Knowledge and Skills (TAKS),**
- **spring 2006 performance on the State-Developed Alternative Assessment IKI (SDAA II),**
- **the Completion Rate I for the class of 2005, and**
- **the 2004-05 Annual Dropout Rate for grades 7 and 8.**

Each indicator is discussed in detail below:

## **Texas Assessment Of Knowledge And Skills**

The TAKS indicator is the percent of students who scored high enough to meet the standard to pass the test. This is calculated as the number of students who met the TAKS student passing standard divided by the number tested. Results for the English version of the TAKS (grades 3-11) and the Spanish version (grades 3-6) are summed across grades for each subject. Results for each subject tested are evaluated separately to determine ratings.

**Who is evaluated for TAKS:** Districts and campuses that test students on any TAKS subject:

- **Reading/ELA** - Reading is tested in grades 3-9; English language arts (ELA) is tested in grades 10 & 11. Note that this is a combined indicator. It includes all students tested on and passing either the TAKS reading test or the TAKS English language arts test. The first two administrations of grade 3 and grade 5 TAKS reading results are included.
- **Writing** - Writing is tested in grades 4 & 7.
- **Social Studies** - Social Studies is tested in grades 8, 10, & 11.
- **Mathematics** - Mathematics is tested in grades 3, 4, 5, 6, 7, 8, 9, 10 & 11. The first two administrations of grade 5 TAKS mathematics results are included.
- **Science** - Science is tested in grades 5, 8, 10, & 11. (*Performance on the grade 8 science test will not be used for accountability purposes until 2008.*)

**Standard:** The *Academically Acceptable* standard varies by subject, while the *Recognized* and *Exemplary* standards are the same for all subjects:

- **Exemplary** - For every subject, at least 90% of the tested students pass the test.
- **Recognized** - For every subject, at least 70% of the tested students pass the test.
- **Academically Acceptable** - Varies by subject:

- *Reading/ELA* - At least 60% of the tested students pass the test.
- *Writing* - At least 60% of the tested students pass the test.
- *Social Studies* - At least 60% of the tested students pass the test.
- *Mathematics* - At least 40% of the tested students pass the test.
- *Science* - At least 35% of the tested students pass the test.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{number of students passing [TAKS subject]}}{\text{number of students tested in [TAKS subject]}}$$

**Minimum Size Requirements:**

- *All Students.* These results are always evaluated regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS will receive Special Analysis. .
- *Student Groups.*
  - Any student group with fewer than 30 students tested is not evaluated.
  - If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
  - If there are at least 50 students within the student group, it is evaluated.
  - Student group size is calculated subject by subject. For this reason the number of student groups evaluated will sometimes vary. For example, an elementary school with grades 3, 4, & 5 tested may have enough Hispanic students to be evaluated on reading and mathematics, but not enough to be evaluated on writing (tested in grade 4 only) or science (tested in grade 5 only).

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *Reading/ELA Combined.* Reading (grades 3-9) and ELA (grades 10 & 11) results are combined and evaluated as a single subject. This affects districts and campuses that offer both grade 9 and grades 10 and/or 11. In these cases, counts of reading and ELA students who met the standard are summed and divided by the total number taking reading or ELA.
- *Sum of All Grades Tested.* Results for each subject are summed across grades. This refers to the grades tested at the particular campus or district. For example, the percent passing for TAKS reading in an elementary school with a grade span of K-5 is calculated as:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

## State-Developed Alternative Assessment II

This test assesses special education students in grades 3-10 who are receiving instruction in the state's curriculum but for whom the TAKS test is not an appropriate measure of their academic progress. Tests are given in the areas of reading/ELA, writing, and mathematics, on the same schedule as TAKS.

A single performance indicator is evaluated for SDAA II. The indicator sums across grades tested (3-10) and across subjects. This indicator is not based on the number of students tested but on the number of tests taken. It is calculated as the number of tests meeting ARD committee expectations divided by the number of SDAA II tests for which ARD expectations were established. Students who take multiple SDAA II tests are included multiple times (for each and every SDAA II test they take).

**Who is evaluated for SDAA II:** Districts and campuses that test students on any SDAA II subject.

### Standard:

- **Exemplary** - Results on at least 90% of tests taken meet ARD expectations.
- **Recognized** - Results on at least 70% of tests taken meet ARD expectations.
- **Academically Acceptable** - Results on at least 50% of tests taken meet ARD expectations.

**Student Groups:** Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only. Student group performance is not evaluated separately.

### Methodology:

number of SDAA II tests meeting ARD expectations

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number of SDAA II tests taken

**Minimum Size Requirements:**

- SDAA II performance is evaluated for districts and campuses with results from 30 or more tests (summed across grades and subjects). Depending on grade level, an individual student might be counted as many as three times if he or she takes SDAA II tests in reading, writing, and mathematics. In this case, the minimum size requirement of 30 tests could represent as few as 10 students.
- There is no Special Analysis done on SDAA II performance.

**Year of Data:** 2006 (Spring SDAA II Administration)

**Data Source:** Pearson Educational Measurement

**Completion Rate I**

This longitudinal rate shows the percent of students who first attended ninth grade in the 2001-02 school year and have completed or are continuing their education four years later. Known as the 2001-02 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and data available in the statewide General Educational Development (GED) database.

**Who is evaluated for Completion Rate I:**

- Districts and campuses that serve grades 9, 10, 11, and/or 12.
- *Use of District Rate.* A completion rate is evaluated for any campus that served students in grades 9, 10, 11, and/or 12 in the fall of the 2004-05 school year. However, a completion rate is calculated only for campuses or districts that offered grades 9 through 12 since 2001-02. When a campus serves only some of those grades—for example, a senior high school that only serves grades 11 and 12—the district's completion rate is attributed to that campus because it does not have its own completion rate. Campuses that have been in existence for fewer than five years will also be evaluated using their district's completion rate.

**Standard:**

- **Exemplary** - Completion Rate I of 95.0% or more.
- **Recognized** - Completion Rate I of 85.0% or more.
- **Academically Acceptable** - Completion Rate I of 75.0% or more.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

number of completers

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number in class\*

### Minimum Size Requirements:

- *All Students.* These results are evaluated if:
  - there are at least 10 students in the class and
  - there are at least 5 dropouts.
- *Student Groups.* These results are evaluated if there are at least 5 dropouts within the student group and:
  - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
  - there are at least 50 students within the student group.

**Years of Data:** Continued enrollment in 2005-06, graduating class of 2005, grade 11 of 2003-04, grade 10 of 2002-03, grade 9 of 2001-02. (Results are based on the original cohort, whether the students remain on grade level or not.)

**Data Source:** PEIMS submission 1 enrollment data, 2001-02 through 2005-06; PEIMS submission 1 leaver data, 2002-03 through 2005-06; PEIMS submission 3 attendance data, 2001-02 through 2004-05; and General Educational Development records as of March 1, 2006.

## Annual Dropout Rate (Grades 7-8)

For accountability purposes, the annual dropout rate is used to evaluate campuses and districts with students in grades 7 and/or 8. This is a one-year measure, calculated by summing the number of dropouts across the two grades.

**Who is evaluated for Annual Dropout Rate:** Districts and campuses that serve students in grades 7 and/or 8.

### Standard:

- **Exemplary** - An Annual Dropout Rate of 0.2% or less.
- **Recognized** - An Annual Dropout Rate of 0.7% or less.
- **Academically Acceptable** - An Annual Dropout Rate of 1.0% or less.

**Student Groups:** Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

### Methodology:

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number of grade 7-8 students designated as 'official' dropouts

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number of grade 7-8 students who were in attendance at any time during the school year

**Minimum Size Requirements:**

- *All Students.* These results are evaluated if:
  - there are at least 10 students in grades 7-8 and
  - there are at least 5 dropouts.
- *Student Groups.* These results are evaluated if there are at least 5 dropouts within the student group *and*:
  - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
  - there are at least 50 students within the student group.

**Year of Data:** 2004-05

**Data Source:** PEIMS submission 1 enrollment data 2004-05; PEIMS submission 1 leaver data, 2005-06; PEIMS submission 3 attendance data, 2004-05.

Sources: TEA, AISD, ACCOUNTABILITY MANUAL 2006