

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name David Crockett Elementary School
(As it should appear in the official records)

School Mailing Address 4500 Barkaloo Road/P.O. Box 30
(If address is P.O. Box, also include street address)
 Baytown Texas 77522-0030
City State Zip Code+4 (9 digits total)

Tel. (281) 420-4645 Fax (281) 420-4649

Website/URL www.goosecreek.cisd.esc4.net Email bschatham@goosecreek.cisd.esc4.net

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

(Principal's Signature) Date _____

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

Name of Superintendent Dr. Barbara A. Sultis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Goose Creek Consolidated ISD Tel. (281) 420-4842

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Dr. Clarence Albus, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district:
- | | |
|---------------|---|
| <u>14</u> | Elementary schools |
| <u> </u> | Middle schools |
| <u>5</u> | Junior high schools |
| <u>2</u> | High schools (plus Alternative Learning Program and Stuart Career Center) |

21 TOTAL

2. District Per Pupil Expenditure: \$4,537
 Average State Per Pupil Expenditure: \$4,929

SCHOOL (To be completed by all schools)

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

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 1 Number of years the principal has been in her/his position at this school.
(Principal served as assistant principal for previous six years.)
6 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	42	45	87		7			
1	36	35	71		8			
2	30	32	62		9			
3	37	46	83		10			
4	42	36	78		11			
5	37	54	91		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								472

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>50</u> | % White |
| <u>22</u> | % Black or African American |
| <u>26</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 21.2 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	93
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	122
(4)	Total number of students in the school as of October 1	575
(5)	Subtotal in row (3) divided by total in row (4)	.21
(6)	Amount in row (5) multiplied by 100	21.22

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

Number of languages represented: 3
Specify languages: Spanish, Hindi, Urdu

9. Students eligible for free/reduced-priced meals: 52 %
304 Total Number Students Who Qualify

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

10. Students receiving special education services: $\frac{13.6}{79}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>46</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>27</u>	_____
Special resource teachers/specialists	<u>6</u>	_____
Paraprofessionals	<u>10</u>	<u>8</u>
Support staff	<u>9</u>	_____
Total number	<u>54</u>	<u>8</u>

12. Student-“classroom teacher” ratio: 20:1 average

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.6	95.8	96.1	95.1	96.3
Daily teacher attendance	95.9	96.1	95.9	96.0	96.3
Teacher turnover rate	7.3	10.0	8.3	5.4	8.8
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Philosophy--The staff of David Crockett Elementary School, located in Baytown, Texas, believes in the school motto “Kids Come First”—and puts that belief into practice every day. From the principal, to the teachers, to support staff members, the Crockett team is dedicated to this mission: “Crockett Elementary will be a safe and caring place where all students develop academically and socially to be successful in our changing world.” At Crockett, we believe that all students can learn, should be respected and show respect, and be a responsible part of the Crockett team.

Achievement--This philosophy has helped Crockett to earn first-time recognition as a 2002 Texas Exemplary Campus, the highest recognition awarded to individual schools based on statewide Texas Assessment of Academic Skills (TAAS) testing. To qualify as an Exemplary campus, schools must have at least 90 percent of all students and each student subpopulation (White, African American, Hispanic, and Economically Disadvantaged) pass all sections of the TAAS test. In addition, Crockett was Goose Creek CISD’s first Recognized Campus based on state TAAS testing.

Enrollment--Approximately 600 students attend Crockett Elementary in grades prekindergarten through five. Our student population consists of 50 percent White, 22 percent Black, 26 percent Hispanic, and 2 percent Asian or Pacific Islander. Approximately 52 percent of the students are economically disadvantaged, which by Texas standards qualifies Crockett as a Title I campus. The school’s Instructional Leadership Team uses the Title I funding in a variety of ways determined annually according to school needs.

Campus Improvement Plan--An important guide toward the academic and social success of Crockett students is the Campus Improvement Plan (CIP), which aligns the curriculum with the school, state, and national goals. Reading, math, writing, science, attendance, and special populations are the six components of this plan, which is realigned each year to meet the changing needs of students. This plan outlines the incorporation of Project Read, Guided and Shared Reading, Story Form, and Report Form in all reading classes. Independent reading is also promoted through Accelerated Reader, Book It, Read to Succeed, and the Book Fair. A daily math facts drill and Calendar Math are used to increase basic fact and problem-solving skills. As part of our science plan, science vocabulary is incorporated into our “Word of the Week” program, and teachers are encouraged to attend science workshops. Many hands-on activities are included in both our science and social studies programs.

Student Citizenship--Crockett’s social skills program, “Project Class,” is a daily part of our curriculum to promote positive student interactions. Students also participate in our Star Student program that recognizes good choices in both the academic and social setting. Each year, students and staff demonstrate their commitment to the community through food drives, the American Cancer Society’s Relay for Life, and Pennies for Tots. Activities are also planned for Veterans’ Day, Red Ribbon Week, Black History Month, and other significant events.

Parental Involvement--Recognizing that parental involvement is crucial to a child’s success, we encourage parents to become involved in our school. Through the Parent-Teacher Organization (PTO) volunteer program, numerous parents are involved in helping with field trips and parties, assisting teachers with the preparation of materials, helping out in the office or with lunch duty, or tutoring students. The PTO holds fund raisers and provides extras such as field trips, playground equipment, binders for students in grades one through five, and the Fun Day for all students. In addition, parents and students also participate in our various Family Nights highlighting reading, math, writing, and science objectives.

Community Involvement--Part of our team effort is Crockett’s Partner in Education, Chevron/Phillips. They provide support for UIL competition, funds our math Family Nights, and encourages representatives to participate in Junior Achievement, Engineers’ Week, and Fun Day.

High expectations at Crockett Elementary motivate each student on the road to success both academically and socially. We believe that a successful student is well-rounded, and it is our job to provide the educational environment necessary for this success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The **assessment results** for reading, writing, and math at Crockett Elementary School for the past four years are shown on pages 12 through 25, with the narrative for each subject and grade level preceding the results table as follows:

- Narrative describing Table I, TAAS Grade 3 Reading, page 12
- Table I, TAAS Grade 3 Reading, page 13
- Narrative describing Table II, TAAS Grade 3 Math, page 14
- Table II, TAAS Grade 3 Math, page 15
- Narrative describing Table III, TAAS Grade 4 Reading, page 16
- Table III, TAAS Grade 4 Reading, page 17
- Narrative describing Table IV, TAAS Grade 4 Math, page 18
- Table IV, TAAS Grade 4 Math, page 19
- Narrative describing Table V, TAAS Grade 4 Writing, page 20
- Table V, TAAS Grade 4 Writing, page 21
- Narrative describing Table VI, TAAS Grade 5 Reading, page 22
- Table VI, TAAS Grade 5 Reading, page 23
- Narrative describing Table VII, TAAS Grade 5 Math, page 24
- Table VII, TAAS Grade 5 Math, page 25

2. **Assessment data** is used to understand and improve student and school performance at Crockett Elementary. District and state scores are analyzed frequently during the year to determine individual and group strengths and weaknesses by subgroups and objectives. The test results are charted so that progress can be checked, and enrichment and remediation become part of team decisions for students.

Working in teams, our staff uses assessment data to redesign the Campus Improvement Plan (CIP) each year. For example, from a previous year's data, it was evident that math scores were not progressing to the level that our campus expected. As a team, we decided to appoint a teacher to serve in the role of a math peer facilitator in addition to her regular teacher duties.

With our main focus being student performance and alignment, we also use the assessment data to help with decisions about budget. The Instructional Leadership Team (which includes staff, parent, district, and community representatives) is part of this process, using input from grade-level team members in determining the needs for materials and resources, staff development, and additional staffing.

Our testing process for grades kindergarten through five includes the following:

- **Kindergarten--**Reading inventories, district math/science benchmarks, report card testing
- **Grades one through five--**Regularly scheduled curriculum tests, six-week tests, district benchmark testing in reading, math, writing, and science; Standardized Test for Assessment of Reading (STAR) in computer lab for individual reading skills assessment
- **Grades three through five--**Texas Assessment of Knowledge and Skills (TAKS), our state's new mandated testing

3. Student performance at Crockett Elementary is communicated to parents, students, and the community in ways not limited to newsletters, Parent Teacher Organization meetings (PTO), and the newspaper. One of the most significant is the school report card, prepared by the state in both English and Spanish, which is sent home with every student. This report card includes state testing information that compares the current and previous years. Information is available on the Crockett page of the web site and at the school.

Believing that communication should be often and consistent, we notify parents about their child's performance through three-week progress reports and six-week report cards. Students in grades one through five take home a daily binder, part of our school's organizational plan, so that parents can review student work and behavior. Pre-K and kindergarten students also have a daily take-home folder.

Teachers regularly schedule conferences with parents/guardians and the child to keep them updated and involved. For students in grades three through five, individual conferences include discussion of an individualized plan and goal setting for student success. Notes are sent home regularly informing parents about curriculum and assignments/special events such as History Fair, Writing Camp, or Planet Projects. Family Nights held during the evenings inform parents of expected grade level curriculum and objectives and enable them to actually participate in activities with their child.

Crockett's HOPE team (Helping Our Parents Excel) becomes involved when the teacher needs additional communication and interventions. This team is comprised of the principal, assistant principal, counselor, nurse, attendance clerk, Community Youth Services (CYS) representative, and family involvement coordinator. Students may be referred by personnel for academic and/or social concerns. An intervention plan is developed, and this is communicated to the parent in a number of ways.

In addition, Chevron/Phillips serves as Crockett's partner in the Partners in Education program through the Baytown Chamber of Commerce, which holds quarterly meetings so that each school and their partner can update the business community about their joint efforts for academic performance. This report is also printed in a community newsletter.

4. Crockett Elementary has a long history of **sharing its successes** with other schools.

- **Pilot programs**--To support other campuses, Crockett has been willing to pilot district initiatives such as the integration of Project Read Phonology and Guided Reading, Written Expression, and Write Like a Rainbow.
- **Discussions of ideas and strategies**—Campus teachers attend district meetings where ideas and strategies are discussed. Monthly meetings attended by the principal, assistant principal, counselor, and family involvement coordinator are an opportunity to collaborate with others and share successes.
- **Classroom observations**--The director of staff development often sends struggling teachers to observe classrooms at Crockett. Our reading, writing, and dyslexia specialists are called upon to go to schools to observe, model, help with planning, and provide constructive feedback for improved instruction. These master teachers also work with the staff development department by being presenters and/or trainers in the summer or after school and on Saturdays during the year.
- **Campus visits**--Visiting other schools in surrounding districts allows for another opportunity to share successes. As a result of a monthly grade-level team meeting, teachers requested to visit another school out of district with similar demographics and test scores. An online site provided by the Texas Education Agency (*Just for the Kids*, an educational research organization) was our source for the comparison study that prompted this visit. During this visit, both schools shared successful scheduling, grouping, staffing, pull-out programs, and behavior management plans.
- **Fifth- and sixth-grade teacher exchange**--Crockett fifth-grade teachers will be involved in an exciting opportunity this spring when they trade places with a teacher in sixth grade for a block of time in their subject area. It is not uncommon for the teachers to talk with the junior high teachers about curriculum, alignment, and successful strategies, but this will be a new experience.

PART V – CURRICULUM AND INSTRUCTION

1. The Crockett Elementary staff incorporates a variety of instructional models in the school's **curriculum**. These models, combined with high student expectations, continually engage students at a high level of learning. They include direct teaching, cooperative and paired learning, independent study, and questioning strategies.

Our curriculum areas include the following:

- **Language arts**--This program utilizes Project Read, a multi-sensory approach to reading that emphasizes phonology. Report Form, a strategy for comprehending non-fiction material, is used in all language arts classrooms to strengthen instruction in the reading content area. The basal reader and novels are incorporated into this instruction. Learning is enhanced through additional events such as Writing Camp, Reading Luau and Cruise, and Survivor Day that emphasize the TAKS reading and writing objectives.
- **Mathematics**--The focus of the math curriculum is on computation, problem solving, and the ability to use this knowledge in everyday situations. Beginning with our pre-K students and continuing through fifth grade, manipulatives are used to connect the concrete with the abstract. Problem-solving skills are used in each classroom daily through Calendar Math, Problem of the Day, and lessons that also include facts drills.
- **Science and Social Studies**--Teachers also use Report Form in science and social studies, which allows for consistency from subject to subject. Students have the opportunity to be involved in planet projects, experiments, Junior Achievement, research, and thematic units; visit the Wooster School (colonial days); view the district's life size teepee and Indian artifacts; and explore the Wetlands Nature Center, as well as participate in many other opportunities.
- **Art, Music, and Physical Education**--Crockett's curriculum is also supported by art, music, and physical education classes, with these teachers trained in Project Read strategies and incorporating them as appropriate.

To ensure that all students are involved in challenging curriculum, grade-level teams plan together so that cross-curriculum connectors are made. In addition, all Crockett teachers and specialists are involved in a minimum of six vertical alignment meetings that include pre-K through grade five teachers and specialists. This year our fifth-grade teachers will also be meeting with the feeder junior high schools for vertical alignment. So that all students have the opportunity to learn challenging content and achieve at high levels, our schedule provides for the following:

- **Accelerated Groups**—Groups are involved in district curriculum with more enrichment.
- **Content Mastery**—This allows special education to be taught in the regular classroom, but students receive extra help in another classroom.
- **Inclusion**--Special education students remain in the classroom with help from an additional teacher in the classroom.
- **Dyslexia/Title**--Students that qualify receive 30 to 40 minutes extra reading instruction with a specialist in a small group setting.
- **Gifted/Talented**—Students are identified through district testing and placed in appropriate program.
- **Accelerated Instruction**—This is offered before, during, and after school to provide remediation for individually identified students.

2. Crockett Elementary utilizes a balanced approach to literacy in its **reading curriculum**. To facilitate vertical and horizontal alignment, all teachers have received training and implement Project Read, which encompasses a systematic, multi-sensory approach to reading. Books geared to individual students' needs and reading levels enhance Project Read. Primary teachers have also been trained in Guided Reading strategies.

Project Read, originally used with dyslexic and other struggling students, was so successful that classroom teachers requested training in this method. The dyslexia specialist began going into classrooms modeling this program, which is a systematic approach to reading, writing, and comprehension. All classroom teachers now incorporate the components of Project Read, which include the following:

- **Phonology**—Multi-sensory approach to teaching explicit and systematic phonics, with the goal being the structure of the word.
- **Story Form**—Multi-sensory approach to directly teach comprehension strategies about the structure of the plot
- **Report Form**—Multi-sensory approach to directly teach comprehension strategies for non-fiction. The students are taught to sort out the important from the unimportant and then to classify and systematize information read.
- **Written Expression**—Multi-sensory approach to teach the structure of the language and the function of each part of speech as students begin to write simple sentences, expanded sentences, and eventually an essay.

Independent reading is promoted through the Accelerated Reader Program, which tracks reading comprehension through a computer program. Books are on a point system based on their level of difficulty. Individual student guidelines are set with teacher input.

Believing that vocabulary development is also an important part of our language arts curriculum, our district developed a vocabulary unit, targeting SAT vocabulary, for grades one through five.

3. One other area of curriculum of note at Crockett Elementary is the very aggressive and multifaceted **writing program**. Written Expression, a component of Project Read, begins in pre-K and kindergarten with students dictating words, sentences, or stories and daily journal writing as appropriate. Continuous modeling by the teacher is a major emphasis of this writing program. Each grade level reviews the parts of a sentence and builds on the previous grade level's requirements. This leads into expanded sentences in first grade and also the use of figurative language such as onomatopoeia, similes, and alliteration. Punctuation, spelling, and capitalization are also important pieces of Written Expression.

Students beginning second grade have written not only sentences, but also a narrative composition and have had practice in revising and editing. Second-grade students continue with the narrative writing and begin the use of rubrics and organizers for scoring and planning. Third-grade students start the year with much teacher modeling and review of the narrative, rubrics, and organizers.

The fourth-grade year is highlighted with "Camp Write a Lot." This week-long activity consists of a review of the writing modes and also the objective portion of the Texas Assessment of Knowledge and Skills. The academic review includes games and activities, and in order to set the stage for this writing adventure, classrooms are converted into mock campsites, complete with tents, sleeping bags, and a mock campfire. Each student is part of a group of campers that rotates to the four different campsites during a two-hour block of time. Singing camp songs and roasting s'mores are an extra treat. Writing camp ends with an awards ceremony where students can showcase their talents as authors.

Fifth graders expand on the writing process and actually write a complete research paper. Research is a part of each grade level's curriculum, but at an appropriate level; for example, a second grader may research a favorite species of a whale and present the information in a box type format.

Our efforts have paid off, as evidenced by Crockett's score of 100% on the writing portion of the TAAS this past year.

4. Crockett Elementary systematically and cohesively utilizes a variety of **instructional methods** to meet the needs of a wide variety of learners. Strategies used by the entire staff are as follows:

- **Project Read**--This visual, auditory, and kinesthetic approach addresses all learning styles.
- **Title I/Master Teachers**--Specialists model teach, watch the teacher teach and provide feedback, or pull students out for small group instruction. These specialists also plan with teams to ensure high standards in all classrooms.
- **Small Group Reading**--This includes instruction for 30 to 40 minutes in a small group of approximately 8-10 students. Students are grouped according to reading ability and given instruction as determined through testing.
- **Computer Lab**--Language arts and math classes are scheduled into the lab weekly.
- **Library**--All grade levels visit the library weekly for book check-out and research skills.
- **Homework**—This is given to reinforce already introduced concepts and to involve parents
- **Family Nights**--An open house for parents is held at the start of the year to inform them of grade-level expectations, testing and promotion requirements, homework policies, and behavior expectations. Interactive Family Nights are held during the fall and spring to emphasize reading, math, science, and writing. Parents and students work together on TAKS objectives activities led by Crockett staff. Crockett averages a total of 200 participants at each of these evening events.
- **Questioning Strategies**--Socratic questioning is used to check for understanding.
- **Project Class**—This is a school-wide program with lessons about social skills.
- **Daily Math Drills**--This includes Calendar Math, Problem Solving, and Math Facts Drills.
- **Assessments**--Tests are given to monitor progress and provide remediation.

5. At Crockett Elementary, students' strengths and weaknesses are carefully assessed using classroom, district, and state-level data. Based on this information, a **professional development plan** has been created for our campus and is continually revised. Crockett Elementary recognizes the power of vertical and horizontal alignment, so strategies and programs that can be used in kindergarten through fifth grades and across the various subject areas are given a high priority. Teachers are provided a list of required and recommended training in the core subject areas. From this list, teachers select the dates they will attend training. Working with the district's Staff Development Department, these sessions are offered on Saturdays during the school year and weekdays during the summer.

Other campus-wide training initiatives include poverty training (*A Framework for Understanding Poverty*) and technology training. The district's technology team recently provided training for the entire staff to explore ways to use the web to strengthen and support classroom instruction. A campus technology specialist supports these efforts and can provide additional training in *Infusion of Technology in the Classroom*, *Intel Teach to the Future*, and *Technology Integration In Education*.

In addition to these campus-wide training initiatives, master teachers called campus peer facilitators move from classroom to classroom, modeling the strategies presented in staff development sessions. This enables teachers to view lessons, see the new strategies, discuss the strategies, and consider the success level of their students.

Peer facilitators attend district-level meetings where teachers share cutting-edge instructional strategies. At these meetings, data is disaggregated and strategies and materials are identified to support areas of weakness. The peer facilitators hold monthly mini-sessions before school. At these meetings, effective strategies are discussed to provide teachers on-going opportunities to "sharpen the saw."

Campus administrators carefully monitor the staff development sessions teachers attend and provide opportunities for additional staff development, as needed. Each teacher keeps an individual professional development portfolio and this becomes part of his/her annual evaluation. Specific, targeted, research-based staff development has proven to be an integral component of Crockett's success.

Crockett Elementary-Goose Creek CISD-Grade 3 TAAS Reading-Table I

The Texas Assessment of Academic Skills (TAAS), which was introduced in 1990, tests elementary students in reading, writing, and math. The standards for the TAAS are provided in the following paragraph using the TAAS Interpreting Assessment Reports Booklet:

- **Met Minimum Expectations**—70% of the items correct on each subject area test
- **Mastered All Objectives**—refers to the number of items that must be answered correctly to demonstrate competency in the skills targeted.
- **Academic Recognition**—used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

Demographic Information provided on the attached table reflects:

- **Ethnic Subgroups:*** 1. African American 2. Hispanic 3. White
- **Socioeconomics:** 1. Free Lunch 2. Reduced Lunch
- **Special Populations:** 1. Special Education 2. Limited English Proficient

*NOTE: Asian American students that tested at Crockett Elementary during the last five years are included in the total school data information. This subgroup, however, does not meet the minimum size requirement for the base indicators on assessment for accountability. The definition of minimum size requirement in the Texas Education Association (TEA) Accountability Manual states a campus must have:

- tested at least 30 students within a student group (summed across all grades for any subject)
- the student group must comprise at least 10.0% of all test takers in that subject area

State Comparison Group—The state of Texas developed a rubric to compare schools across the state of Texas with similar demographics. From this rubric, Crockett Elementary can analyze statistics with area schools outside of GCCISD to improve instruction. From this analysis, Crockett Elementary teachers are also able to meet with these schools to examine differences in approaching instruction and make necessary adjustments to various areas such as curriculum or staffing.

The attached table reflects academic growth for third grade TAAS Reading. Third grade is the first opportunity for a student to test in the academic area of reading, and Crockett students, including subgroups, made significant gains as indicated on this table. For example, beginning in the year 1998-1999, the economically disadvantaged subgroup (which includes African American, Hispanic, and White), was at 67% meeting minimum expectations, and each year increased its score to 96% in the year 2001-2002. This same group has also steadily increased its percentage of students mastering all objectives and receiving academic recognition. The percentage for mastering all objectives began at 20% and increased this past year to 54%. In the area of academic recognition, this percentage began in 1998-1999 at 9% and is now at 17%.

The table also compares all Crockett students to the state group and a state comparison group at minimum expectations. As indicated on the table, Crockett was able to close the gap, and beginning with the year 1999-2000, scores were above the state numbers.

While students in all subgroups score significantly high in meeting minimum expectations, our campus goal is to set itself at a higher standard and to increase student performance in mastering all objectives and receiving academic recognition.

The table reflects that during the 1998-1999 school year, **3** students were excluded from the state test. These were Limited English Proficient (LEP) or Special Education students that were excluded through Admission, Review, and Dismissal Meetings (parent included) where significant data was reviewed. The student information was used by the ARD or LEP committee, which decided that the test was not appropriate at that time. The table further reflects that **0** students were excluded from the TAAS tests that were given from the 1999-2002 school years. During this period of time, the State required that the district provide a Locally Developed Alternative Assessment (LDAA) or State Developed Alternative Assessment (SDAA) as appropriate for the functioning level of a given student. The results from these tests are used to help Crockett Elementary staff plan for improvement of this student population.

CROCKETT ELEMENTARY
TABLE I--READING GRADE 3

SPRING TESTING RESULTS	2001-2002	2000-2001	1999-2000	1998-1999
TOTAL CAMPUS				
Number of Students Tested	71	91	83	78
Percent of Total Students Tested	100.0%	99.9%	100.0%	96.0%
Number of Students Excluded	0	0	0	3
Percent Students Excluded	0.0%	0.00%	0.0%	3.0%
Minimum Expectations with a TLI at or above 70	94.0%	94.0%	90.0%	72.0%
Mastered ALL Objectives	54.0%	57.0%	51.0%	38.0%
Academic Recognition	27.0%	23.0%	18.0%	15.0%
SUBGROUP SCORE				
African American				
Minimum Expectations with a TLI at or above 70	91.0%	100.0%	83.0%	47.0%
Mastered ALL Objectives	44.0%	38.0%	26.0%	26.0%
Academic Recognition	17.0%	17.0%	4.0%	0.0%
Hispanic				
Minimum Expectations with a TLI at or above 70	100.0%	90.0%	100.0%	79.0%
Mastered ALL Objectives	50.0%	50.0%	73.0%	29.0%
Academic Recognition	16.0%	15.0%	7.0%	14.0%
White				
Minimum Expectations with a TLI at or above 70	97.0%	93.0%	91.0%	77.0%
Mastered ALL Objectives	63.0%	70.0%	57.0%	45.0%
Academic Recognition	37.0%	32.0%	29.0%	25.0%
Economically Disadvantaged-Free or Reduced Lunch				
Minimum Expectations with a TLI at or above 70	96.0%	92.0%	88.0%	67.0%
Mastered ALL Objectives	54.0%	40.0%	38.0%	20.0%
Academic Recognition	17.0%	13.0%	6.0%	9.0%
STATE GROUP				
Minimum Expectations with a TLI at or above 70	88.0%	87.0%	88.0%	88.0%
STATE COMPARISON GROUP by COMPARABLE CAMPUS				
Minimum Expectations with a TLI at or above 70	91.0%	87.0%	89.0%	91.0%

Crockett Elementary-Goose Creek CISD-Grade 3 TAAS Math-Table II

The Texas Assessment of Academic Skills (TAAS), which was introduced in 1990, tests elementary students in reading, writing, and math. The standards for the TAAS are provided in the following paragraph using the TAAS Interpreting Assessment Reports Booklet:

- **Met Minimum Expectations**—70% of the items correct on each subject area test
- **Mastered All Objectives**—refers to the number of items that must be answered correctly to demonstrate competency in the skills targeted.
- **Academic Recognition**—used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

Demographic Information provided on the attached table reflects:

- **Ethnic Subgroups:*** 1. African American 2. Hispanic 3. White
- **Socioeconomics:** 1. Free Lunch 2. Reduced Lunch
- **Special Populations:** 1. Special Education 2. Limited English Proficient

*NOTE: Asian American students that tested at Crockett Elementary during the last five years are included in the total school data information. This sub group, however, does not meet the minimum size requirement for the base indicators on assessment for accountability. The definition of minimum size requirement in the Texas Education Association (TEA) Accountability Manual states a campus must have:

- tested at least 30 students within a student group (summed across all grades for any subject)
- the student group must comprise at least 10.0% of all test takers in that subject area

State Comparison Group—The state of Texas developed a rubric to compare schools across the state of Texas with similar demographics. From this rubric, Crockett Elementary can analyze statistics with area schools outside of GCCISD to improve instruction. From this analysis, Crockett Elementary teachers are also able to meet with these schools to examine differences in approaching instruction and make necessary adjustments to various areas such as curriculum or staffing.

The attached table reflects academic growth for third grade TAAS Math. This is also the first year in elementary school that a third grader has the opportunity to test in the area of math. The math test consists of multiple step higher level problems. Significant gains were made by all groups meeting minimum expectations from the year 1998-1999 to 2001-2002. The economically disadvantaged subgroup began at 69% and this past year increased to 91% in this category. Also, each individual subgroup of African American, Hispanic, and White showed increases during this same time period. We will continue to work on all subgroups reaching a higher level of mastering all objectives and receiving academic recognition.

The table also makes a comparison of Crockett students to the state group and a state comparison group. As indicated on this table, Crockett was not at the state percentage beginning in the year 1998-1999, but by setting our standards higher each year; Crockett students reached or exceeded the state number by the year 2001-2002.

The table reflects that during the 1998-1999 school year, **3** students were excluded from the state test. These were Limited English Proficient (LEP) or Special Education students that were excluded through Admission, Review, and Dismissal Meetings (parent included) where significant data was reviewed. The student information was used by the ARD or LEP committee, which decided that the test was not appropriate at that time. The table further reflects that **1** student was excluded from the TAAS tests that were given from the 1999-2002 school years. During this period of time, the State required that the district provide a Locally Developed Alternative Assessment (LDAA) or State Developed Alternative Assessment (SDAA) as appropriate for the functioning level of a given student. The results from these tests are used to help Crockett Elementary staff plan for improvement of this student population.

CROCKETT ELEMENTARY
TABLE II--MATH GRADE 3

SPRING TESTING RESULTS	2001-2002	2000-2001	1999-2000	1998-1999
TOTAL CAMPUS				
Number of Students Tested	71	92	85	83
Percent of Total Students Tested	100	100.0%	100.0%	97.0%
Number of Students Excluded	1	0	0	3
Percent Students Excluded	1%	0%	0%	3%
Minimum Expectations with a TLI at or above 70	91%	87%	79%	72%
Mastered ALL Objectives	23%	21%	31%	27%
Academic Recognition	14%	10%	15%	11%
SUBGROUP SCORE				
African American				
Minimum Expectations with a TLI at or above 70	82%	71%	52%	53%
Mastered ALL Objectives	13%	8%	12%	17%
Academic Recognition	9%	4%	4%	5%
Hispanic				
Minimum Expectations with a TLI at or above 70	100%	84%	93%	79%
Mastered ALL Objectives	17%	10%	27%	14%
Academic Recognition	8%	5%	6%	7%
White				
Minimum Expectations with a TLI at or above 70	97%	98%	88%	76%
Mastered ALL Objectives	31%	30%	43%	33%
Academic Recognition	20%	14%	30%	15%
Economically Disadvantaged-Free or Reduced Lunch				
Minimum Expectations with a TLI at or above 70	91%	78%	61%	69%
Mastered ALL Objectives	16%	8%	13%	20%
Academic Recognition	13%	3%	6%	9%
STATE GROUP				
Minimum Expectations with a TLI at or above 70%	87%	83%	81%	83%
STATE COMPARISON GROUP by COMPARABLE CAMPUS				
Minimum Expectations with a TLI at or above 70%	91%	83%	80%	86%

Crockett Elementary-Goose Creek CISD-Grade 4 TAAS Reading-Table III

The Texas Assessment of Academic Skills (TAAS), which was introduced in 1990, tests elementary students in reading, writing, and math. The standards for the TAAS are provided in the following paragraph using the TAAS Interpreting Assessment Reports Booklet:

- **Met Minimum Expectations**—70% of the items correct on each subject area test
- **Mastered All Objectives**—refers to the number of items that must be answered correctly to demonstrate competency in the skills targeted.
- **Academic Recognition**—used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

Demographic information provided on the attached table reflects:

- **Ethnic Subgroups:*** 1. African American 2. Hispanic 3. White
- **Socioeconomics:** 1. Free Lunch 2. Reduced Lunch
- **Special Populations:** 1. Special Education 2. Limited English Proficient

*NOTE: Asian American students that tested at Crockett Elementary during the last five years are included in the total school data information. This sub group, however, does not meet the minimum size requirement for the base indicators on assessment for accountability. The definition of minimum size requirement in the Texas Education Association (TEA) Accountability Manual states a campus must have:

- tested at least 30 students within a student group (summed across all grades for any subject)
- the student group must comprise at least 10.0% of all test takers in that subject area

State Comparison Group—The state of Texas developed a rubric to compare schools across the state of Texas with similar demographics. From this rubric, Crockett Elementary can analyze statistics with area schools outside of GCCISD to improve instruction. From this analysis, Crockett Elementary teachers are also able to meet with these schools to examine differences in approaching instruction and make necessary adjustments to various areas such as curriculum or staffing.

The attached table reflects academic growth for fourth grade TAAS Reading. Fourth grade is the second opportunity for an elementary student to test in the academic area of reading. As shown on this table, fourth graders meeting minimum expectations as a group began at a relatively high percentage in 1998-1999 (93%) and continued through 2001-2002, with 99% meeting minimum expectations. The economically disadvantaged subgroup began at 84% as shown on this table and increased to 97% this past year. Also the Hispanic and White populations reached 100% during the 2001-2002 testing year. Academic Recognition numbers did increase in all students tested and subgroups. The number of students scoring significantly high in meeting minimum expectations is high, and we will continue to work on closing the gap among the subgroups reaching a higher level of mastering all objectives and receiving academic recognition.

Crockett students met or exceeded the state group meeting minimum expectations three out of the four years. This past year Crockett students had 99% of their students at this level while the state's groups were at 93%.

The table reflects that during the 1998-1999 school year, 7 students were excluded from the state test. These were Limited English Proficient (LEP) or Special Education students that were excluded through Admission, Review, and Dismissal Meetings (parent included) where significant data was reviewed. The student information was used by the ARD or LEP committee, which decided that the test was not appropriate at that time. The table further reflects that 0 students were excluded from the TAAS tests that were given from the 1999-2002 school years. During this period of time, the State required that the district provide a Locally Developed Alternative Assessment (LDAA) or State Developed Alternative Assessment (SDAA) as appropriate for the functioning level of a given student. The results from these tests are used to help Crockett Elementary staff plan for improvement of this student population.

**CROCKETT ELEMENTARY
TABLE III--READING GRADE 4**

SPRING TESTING RESULTS	2001-2002	2000-2001	1999-2000	1998-1999
TOTAL CAMPUS				
Number of Students Tested	87	77	73	83
Percent of Total Students Tested	98.0%	96.3%	95.0%	93.0%
Number of Students Excluded	0	0	0	7
Percent Students Excluded	0.0%	0.0%	5.0%	8.0%
Minimum Expectations with a TLI at or above 70	99.0%	95.0%	86.0%	93.0%
Mastered ALL Objectives	47.0%	43.0%	44.0%	53.0%
Academic Recognition	39.0%	29.0%	27.0%	31.0%
SUBGROUP SCORE				
African American				
Minimum Expectations with a TLI at or above 70	85.0%	95.0%	75.0%	88.0%
Mastered ALL Objectives	23.0%	23.0%	33.0%	39.0%
Academic Recognition	14.0%	5.0%	17.0%	5.0%
Hispanic				
Minimum Expectations with a TLI at or above 70	100.0%	100.0%	88.0%	85.0%
Mastered ALL Objectives	45.0%	44.0%	38.0%	50.0%
Academic Recognition	35.0%	39.0%	25.0%	28.0%
White				
Minimum Expectations with a TLI at or above 70	100.0%	97.0%	91.0%	94.0%
Mastered ALL Objectives	58.0%	57.0%	51.0%	58.0%
Academic Recognition	51.0%	40.0%	34.0%	42.0%
Economically Disadvantaged-Free or Reduced Lunch				
Minimum Expectations with a TLI at or above 70	97.0%	91.0%	83.0%	84.0%
Mastered ALL Objectives	29.0%	30.0%	30.0%	46.0%
Academic Recognition	19.0%	19.0%	18.0%	9.0%
STATE GROUP				
Minimum Expectations with a TLI at or above 70	93.0%	91.0%	90.0%	89.0%
STATE COMPARISON GROUP by COMPARABLE CAMPUS				
Minimum Expectations with a TLI at or above 70	93.0%	95.0%	92.0%	92.0%

Crockett Elementary-Goose Creek CISD-Grade 4 TAAS Math-Table IV

The Texas Assessment of Academic Skills (TAAS), which was introduced in 1990, tests elementary students in reading, writing, and math. The standards for the TAAS are provided in the following paragraph using the TAAS Interpreting Assessment Reports Booklet:

- **Met Minimum Expectations**—70% of the items correct on each subject area test
- **Mastered All Objectives**—refers to the number of items that must be answered correctly to demonstrate competency in the skills targeted.
- **Academic Recognition**—used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

Demographic Information provided on the attached table reflects:

- **Ethnic Subgroups:*** 1. African American 2. Hispanic 3. White
- **Socioeconomics:** 1. Free Lunch 2. Reduced Lunch
- **Special Populations:** 1. Special Education 2. Limited English Proficient

*NOTE: Asian American students that tested at Crockett Elementary during the last five years are included in the total school data information. This sub group, however, does not meet the minimum size requirement for the base indicators on assessment for accountability. The definition of minimum size requirement in the Texas Education Association (TEA) Accountability Manual states a campus must have:

- tested at least 30 students within a student group (summed across all grades for any subject)
- the student group must comprise at least 10.0% of all test takers in that subject area

State Comparison Group—The state of Texas developed a rubric to compare schools across the state of Texas with similar demographics. From this rubric, Crockett Elementary can analyze statistics with area schools outside of GCCISD to improve instruction. From this analysis, Crockett Elementary teachers are also able to meet with these schools to examine differences in approaching instruction and make necessary adjustments to various areas such as curriculum or staffing.

The attached table reflects academic growth for fourth grade TAAS Math. During fourth grade, students have the second opportunity to take the state test in the area of math. Beginning with the year 1998-1999 and with the standard set by the state for meeting minimum expectations, all Crockett students and subgroups were at 100% and have maintained this high level throughout each year. For example, the white subgroup maintained at 100%, the Hispanic subgroup was at 94% or above, and the economically disadvantaged subgroup ranged from 87% to 100%. While the African American subgroup did see a decrease between the 1998-1999 and 1999-2000 testing year, this group made significant gains the very next year, going from 78% to 95% and remaining at 95% during 2001-2002. Continuing with our high standards for all students, the African American subgroup is a target area for increasing student performance to a higher level in mastering all objectives and receiving academic recognition.

When comparing Crockett students to the state groups, Crockett exceeded the state number each year at the fourth grade level. As shown by the results of the data, Crockett's percentage ranged between 93% and 100%, while the state's range was between 86% and 96% at the meeting minimum expectations standard set by the state.

The table reflects that during the 1998-1999 school year, 7 students were excluded from the state test. These were Limited English Proficient (LEP) or Special Education students that were excluded through Admission, Review, and Dismissal Meetings (parent included) where significant data was reviewed. The student information was used by the ARD or LEP committee, which decided that the test was not appropriate at that time. The table further reflects that 0 students were excluded from the TAAS tests that were given from the 1999-2002 school years. During this period of time, the State required that the district provide a Locally Developed Alternative Assessment (LDAA) or State Developed Alternative Assessment (SDAA) as appropriate for the functioning level of a given student. The results from these tests are used to help Crockett Elementary staff plan for improvement of this student population.

CROCKETT ELEMENTARY
TABLE IV--MATH GRADE 4

SPRING TESTING RESULTS	2001-2002	2000-2001	1999-2000	1998-1999
TOTAL CAMPUS				
Number of Students Tested	87	75	75	83
Percent of Total Students Tested	98.0%	91.0%	95.0%	93.0%
Number of Students Excluded	0	0	0	7
Percent Students Excluded	0.0%	1.0%	5.0%	8.0%
Minimum Expectations with a TLI at or above 70	98.0%	99.0%	93.0%	100.0%
Mastered ALL Objectives	23.0%	12.0%	40.0%	37.0%
Academic Recognition	10.0%	4.0%	19.0%	28.9%
SUBGROUP SCORE				
African American				
Minimum Expectations with a TLI at or above 70	95.0%	95.0%	78.0%	100.0%
Mastered ALL Objectives	0.0%	0.0%	20.0%	22.0%
Academic Recognition	0.0%	0.0%	5.0%	10.0%
Hispanic				
Minimum Expectations with a TLI at or above 70	95.0%	100.0%	94.0%	100.0%
Mastered ALL Objectives	15.0%	17.0%	38.0%	29.0%
Academic Recognition	0.0%	6.0%	13.0%	21.0%
White				
Minimum Expectations with a TLI at or above 70	100.0%	100.0%	100.0%	100.0%
Mastered ALL Objectives	35.0%	17.0%	51.0%	44.0%
Academic Recognition	16.0%	6.0%	31.0%	36.0%
Economically Disadvantaged-Free or Reduced Lunch				
Minimum Expectations with a TLI at or above 70	94.0%	97.0%	87.0%	100.0%
Mastered ALL Objectives	10.0%	9.0%	35.0%	32.0%
Academic Recognition	3.0%	3.0%	15.0%	12.0%
STATE GROUP				
Minimum Expectations with a TLI at or above 70	94.0%	91.0%	87.0%	88.0%
STATE COMPARISON GROUP by COMPARABLE CAMPUS				
Minimum Expectations with a TLI at or above 70	96.0%	94.0%	90.0%	86.0%

Crockett Elementary-Goose Creek CISD-Grade 4 TAAS Writing-Table V

The Texas Assessment of Academic Skills (TAAS), which was introduced in 1990, tests elementary students in reading, writing, and math. The standards for the TAAS are provided in the following paragraph using the TAAS Interpreting Assessment Reports Booklet:

- **Met Minimum Expectations**—70% of the items correct on each subject area test
- **Mastered All Objectives**—refers to the number of items that must be answered correctly to demonstrate competency in the skills targeted.
- **Academic Recognition**—used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test. Demographic Information provided on the attached table reflects:

- **Ethnic Subgroups:*** 1. African American 2. Hispanic 3. White
- **Socioeconomics:** 1. Free Lunch 2. Reduced Lunch
- **Special Populations:** 1. Special Education 2. Limited English Proficient

*NOTE: Asian American students that tested at Crockett Elementary during the last five years are included in the total school data information. This sub group, however, does not meet the minimum size requirement for the base indicators on assessment for accountability. The definition of minimum size requirement in the Texas Education Association (TEA) Accountability Manual states a campus must have:

- tested at least 30 students within a student group (summed across all grades for any subject)
- the student group must comprise at least 10.0% of all test takers in that subject area

State Comparison Group—The state of Texas developed a rubric to compare schools across the state of Texas with similar demographics. From this rubric, Crockett Elementary can analyze statistics with area schools outside of GCCISD to improve instruction. From this analysis, Crockett Elementary teachers are also able to meet with these schools to examine differences in approaching instruction and make necessary adjustments to various areas such as curriculum or staffing.

The attached table reflects academic growth for fourth grade TAAS Writing. The fourth grade writing test is the very first opportunity for an elementary student to take the state writing test. This test is administered earlier in the school year than the reading and math state test. The data on the table shows that the number of students meeting minimum expectations as a group and in each subgroup increased each year, with every group at 100% this past year. The African American subgroup made the most gains, going from a 75% to a 100%, and the economically disadvantaged scored at 80% during the 1998-1999 school year and also reached 100% during the 2001-2002 year. In the category of mastering all objectives, all students tested and all subgroups showed increases. While there were increases, we will continue to target this standard as well as increase the number of students reaching the higher level of academic recognition.

When comparing Crockett to the state group and the state comparison group in meeting minimum expectations, Crockett scores exceeded the state's three years out of the four years on the table. During the 1998-1999 school year, Crockett and the state both were at 88%.

The table reflects that during the 1998-1999 school year, 6 students were excluded from the state test. These were Limited English Proficient (LEP) or Special Education students that were excluded through Admission, Review, and Dismissal Meetings (parent included) where significant data was reviewed. The student information was used by the ARD or LEP committee, which decided that the test was not appropriate at that time. The table further reflects that 0 students were excluded from the TAAS tests that were given from the 1999-2002 school years. During this period of time, the State required that the district provide a Locally Developed Alternative Assessment (LDAA) or State Developed Alternative Assessment (SDAA) as appropriate for the functioning level of a given student. The results from these tests are used to help Crockett Elementary staff plan for improvement of this student population.

CROCKETT ELEMENTARY
TABLE V--WRITING GRADE 4

SPRING TESTING RESULTS	2001-2002	2000-2001	1999-2000	1998-1999
TOTAL CAMPUS				
Number of Students Tested	86	77	72	80
Percent of Total Students Tested	98.0%	94.0%	95.0%	93.0%
Number of Students Excluded	0	0	0	6
Percent Students Excluded	0.0%	0.0%	5.0%	7.0%
Minimum Expectations with a TLI at or above 70	100.0%	97.0%	91.0%	88.0%
Mastered ALL Objectives	31.0%	35.0%	31.0%	28.0%
Academic Recognition	4.0%	1.0%	0.0%	0.0%
SUBGROUP SCORE				
African American				
Minimum Expectations with a TLI at or above 70	100.0%	95.0%	88.0%	75.0%
Mastered ALL Objectives	18.0%	24.0%	21.0%	16.0%
Academic Recognition	0.0%	0.0%	0.0%	0.0%
Hispanic				
Minimum Expectations with a TLI at or above 70	100.0%	100.0%	87.0%	85.0%
Mastered ALL Objectives	16.0%	47.0%	13.0%	21.0%
Academic Recognition	0.0%	0.0%	0.0%	0.0%
White				
Minimum Expectations with a TLI at or above 70	100.0%	97.0%	94.0%	93.0%
Mastered ALL Objectives	42.0%	34.0%	42.0%	33.0%
Academic Recognition	7.0%	3.0%	0.0%	0.0%
Economically Disadvantaged-Free or Reduced Lunch				
Minimum Expectations with a TLI at or above 70	100.0%	97.0%	83.0%	80.0%
Mastered ALL Objectives	23.0%	41.0%	18.0%	14.0%
Academic Recognition	3.0%	0.0%	0.0%	0.0%
STATE GROUP				
Minimum Expectations with a TLI at or above 70	90.0%	89.0%	90.0%	88.0%
STATE COMPARISON GROUP by COMPARABLE CAMPUS				
Minimum Expectations with a TLI at or above 70	92.0%	92.0%	90.0%	88.0%

Crockett Elementary-Goose Creek CISD-Grade 5 TAAS Reading-Table VI

The Texas Assessment of Academic Skills (TAAS), which was introduced in 1990, tests elementary students in reading, writing, and math. The standards for the TAAS are provided in the following paragraph using the TAAS Interpreting Assessment Reports Booklet:

- **Met Minimum Expectations**—70% of the items correct on each subject area test
- **Mastered All Objectives**—refers to the number of items that must be answered correctly to demonstrate competency in the skills targeted.
- **Academic Recognition**—used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

Demographic Information provided on the attached table reflects:

- **Ethnic Subgroups:*** 1. African American 2. Hispanic 3. White
- **Socioeconomics:** 1. Free Lunch 2. Reduced Lunch
- **Special Populations:** 1. Special Education 2. Limited English Proficient

*NOTE: Asian American students that tested at Crockett Elementary during the last five years are included in the total school data information. This sub group, however, does not meet the minimum size requirement for the base indicators on assessment for accountability. The definition of minimum size requirement in the Texas Education Association (TEA) Accountability Manual states a campus must have:

- tested at least 30 students within a student group (summed across all grades for any subject)
- the student group must comprise at least 10.0% of all test takers in that subject area

State Comparison Group—The state of Texas developed a rubric to compare schools across the state of Texas with similar demographics. From this rubric, Crockett Elementary can analyze statistics with area schools outside of GCCISD to improve instruction. From this analysis, Crockett Elementary teachers are also able to meet with these schools to examine differences in approaching instruction and make necessary adjustments to various areas such as curriculum or staffing.

The attached table reflects academic growth for fifth grade TAAS Reading. Fifth grade reading scores showed gains or high scores being maintained each year on the table. The total campus scores ranged from 91% in 1998-1999 to 98% on the 2001-2002 state test at minimum expectations. The percentage of students mastering all objectives was at 67%, and those receiving academic recognition were at 43%, which is an increase during the four-year time period. All subgroups maintained high scores or increases except the African American population, which had two nonconsecutive years in which their scores did not increase at minimum expectations. Both times, the scores were at 94% and 95%, respectively, the following year. Also showing significant growth at the minimum expectations standard was the economically disadvantaged population that began at 87% and increased to 97% during 2001-2002. It can also be noted that students mastering all objectives and receiving academic recognition increased in each subgroup from the beginning of the table to 2001-2002. The economically disadvantaged and African American subgroups reached a higher level in both of these areas by increasing their percentages as indicated on the table.

For three out of the four years, students at Crockett, when compared to the state group and state comparison group, either exceeded or were the same as the state for meeting minimum expectations. The table reflects that during the 1998-1999 school year, 5 students were excluded from the state test. These were Limited English Proficient (LEP) or Special Education students that were excluded through Admission, Review, and Dismissal Meetings (parent included) where significant data was reviewed. The student information was used by the ARD or LEP committee, which decided that the test was not appropriate at that time. The table further reflects that 0 students were excluded from the TAAS tests that were given from the 1999-2002 school years. During this period of time, the State required that the district provide a Locally Developed Alternative Assessment (LDAA) or State Developed Alternative Assessment (SDAA) as appropriate for the functioning level of a given student. The results from these tests are used to help Crockett Elementary staff plan for improvement of this student population.

CROCKETT ELEMENTARY
TABLE VI--READING GRADE 5

SPRING TESTING RESULTS	2001-2002	2000-2001	1999-2000	1998-1999
TOTAL CAMPUS				
Number of Students Tested	81	76	82	81
Percent of Total Students Tested	98.0%	90.0%	92.0%	96.0%
Number of Students Excluded	0	0	0	5
Percent Students Excluded	0.0%	0.0%	0.0%	5.0%
Minimum Expectations with a TLI at or above 70	98.0%	93.0%	98.0%	91.0%
Mastered ALL Objectives	67.0%	46.0%	52.0%	44.0%
Academic Recognition	43.0%	37.0%	43.0%	35.8%
SUBGROUP SCORE				
African American				
Minimum Expectations with a TLI at or above 70	95.0%	78.0%	94.0%	75.0%
Mastered ALL Objectives	57.0%	26.0%	47.0%	25.0%
Academic Recognition	29.0%	26.0%	29.0%	19.0%
Hispanic				
Minimum Expectations with a TLI at or above 70	100.0%	94.0%	100.0%	93.0%
Mastered ALL Objectives	63.0%	39.0%	54.0%	50.0%
Academic Recognition	38.0%	22.0%	46.0%	37.0%
White				
Minimum Expectations with a TLI at or above 70	98.0%	100.0%	98.0%	98.0%
Mastered ALL Objectives	72.0%	59.0%	54.0%	50.0%
Academic Recognition	51.0%	49.0%	48.0%	42.0%
Economically Disadvantaged-Free or Reduced Lunch				
Minimum Expectations with a TLI at or above 70	97.0%	88.0%	96.0%	87.0%
Mastered ALL Objectives	50.0%	38.0%	0.0%	22.0%
Academic Recognition	29.0%	29.0%	50.0%	18.0%
STATE GROUP				
Minimum Expectations with a TLI at or above 70	93.0%	90.0%	88.0%	86.0%
STATE COMPARISON GROUP by COMPARABLE CAMPUS				
Minimum Expectations with a TLI at or above 70	97.0%	93.0%	90.0%	93.0%

Crockett Elementary-Goose Creek CISD-Grade 5 TAAS Math-Table VII

The Texas Assessment of Academic Skills (TAAS), which was introduced in 1990, tests elementary students in reading, writing, and math. The standards for the TAAS are provided in the following paragraph using the TAAS Interpreting Assessment Reports Booklet:

- **Met Minimum Expectations**—70% of the items correct on each subject area test
- **Mastered All Objectives**—refers to the number of items that must be answered correctly to demonstrate competency in the skills targeted.
- **Academic Recognition**—used to identify a high level of achievement on a TAAS test by students who correctly answer 95% or more of the items on a particular subject area test.

Demographic Information provided on the attached table reflects:

- **Ethnic Subgroups:*** 1. African American 2. Hispanic 3. White
- **Socioeconomics:** 1. Free Lunch 2. Reduced Lunch
- **Special Populations:** 1. Special Education 2. Limited English Proficient

*NOTE: Asian American students that tested at Crockett Elementary during the last five years are included in the total school data information. This sub group, however, does not meet the minimum size requirement for the base indicators on assessment for accountability. The definition of minimum size requirement in the Texas Education Association (TEA) Accountability Manual states a campus must have:

- tested at least 30 students within a student group (summed across all grades for any subject)
- the student group must comprise at least 10.0% of all test takers in that subject area

State Comparison Group—The state of Texas developed a rubric to compare schools across the state of Texas with similar demographics. From this rubric, Crockett Elementary can analyze statistics with area schools outside of GCCISD to improve instruction. From this analysis, Crockett Elementary teachers are also able to meet with these schools to examine differences in approaching instruction and make necessary adjustments to various areas such as curriculum or staffing.

The attached table reflects academic growth for 5th grade TAAS Math. Fifth grade students that have been in the state of Texas have now taken the state test in math two times. Scores for Crockett fifth graders in all students tested and all subgroups excluding the African American and economically disadvantaged were at 91% or higher in 1998-1999. These groups maintained high scores or reached 100% in meeting minimum expectations all four years. The African American population made significant gains as they started at 76% and the economically disadvantaged started at 84% and both populations have increased to 100% meeting minimum expectations during 2001-2002. It should also be noted that all groups tested and subgroups scored high in mastering all objectives and academic recognition with one exception and that being the African American population in academic recognition. This group has a high mobility rate which is a significant factor that can result in lower test scores. Again when Crockett is compared to the state group and the state comparison groups three out of the four years Crockett was at the same or exceeding the state percentages in meeting minimum expectations. The one year (1998-1999) that Crockett was lower the state comparison group was at 94% and Crockett was at 91%.

The table reflects that during the 1998-1999 school year, **4** students were excluded from the state test. These were Limited English Proficient (LEP) or Special Education students that were excluded through Admission, Review, and Dismissal Meetings (parent included) where significant data was reviewed. The student information was used by the ARD or LEP committee, which decided that the test was not appropriate at that time. The table further reflects that **0** students were excluded from the TAAS tests that were given from the 1999-2002 school years. During this period of time, the State required that the district provide a Locally Developed Alternative Assessment (LDAA) or State Developed Alternative Assessment (SDAA) as appropriate for the functioning level of a given student. The results from these tests are used to help Crockett Elementary staff plan for improvement of this student population.

CROCKETT ELEMENTARY
TABLE VII-MATH GRADE 5

SPRING TESTING RESULTS	2001-2002	2000-2001	1999-2000	1998-1999
TOTAL CAMPUS				
Number of Students Tested	81	74	83	82
Percent of Total Students Tested	98.0%	90.0%	92.0%	96.0%
Number of Students Excluded	0	0	0	4
Percent Students Excluded	0.0%	0.0%	0.0%	4.0%
Minimum Expectations with a TLI at or above 70	100.0%	97.0%	100.0%	91.0%
Mastered ALL Objectives	59.0%	30.0%	63.0%	40.0%
Academic Recognition	35.0%	16.0%	48.0%	22.0%
SUBGROUP SCORE				
African American				
Minimum Expectations with a TLI at or above 70	100.0%	94.0%	100.0%	76.0%
Mastered ALL Objectives	40.0%	17.0%	47.0%	19.0%
Academic Recognition	5.0%	0.0%	29.0%	19.0%
Hispanic				
Minimum Expectations with a TLI at or above 70	100.0%	94.0%	100.0%	93.0%
Mastered ALL Objectives	56.0%	29.0%	57.0%	31.0%
Academic Recognition	44.0%	18.0%	43.0%	18.0%
White				
Minimum Expectations with a TLI at or above 70	100.0%	100.0%	100.0%	98.0%
Mastered ALL Objectives	71.0%	36.0%	68.0%	52.0%
Academic Recognition	46.0%	23.0%	58.0%	26.0%
Economically Disadvantaged-Free or Reduced Lunch				
Minimum Expectations with a TLI at or above 70	100.0%	94.0%	100.0%	84.0%
Mastered ALL Objectives	46.0%	16.0%	56.0%	15.0%
Academic Recognition	21.0%	6.0%	37.0%	9.0%
STATE GROUP				
Minimum Expectations with a TLI at or above 70	96.0%	95.0%	92.0%	90.0%
STATE COMPARISON GROUP by COMPARABLE CAMPUS				
Minimum Expectations with a TLI at or above 70	98.0%	97.0%	95.0%	94.0%