

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

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

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

School Mailing Address P.O. Box 99, 615 N. Broad  
(If address is P.O. Box, also include street address)

Chandler Texas 75758 - 0099  
City State Zip Code+4 (9 digits total)

Tel. (903 )849-3400 Fax (903)849-3628

Website/URL [www.brownsboro.k12.tx.us](http://www.brownsboro.k12.tx.us) E-mail mccallier.ces@brownsboro.k12.tx.us

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Elton Caldwell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brownsboro Independent School District Tel. ( 903 )852-3701

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Terry Herrington  
(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**

---

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:       2   Elementary schools  
   2   Middle schools  
   1   Junior high schools  
   1   High schools  
   1   ALPHA Alternative Campus
- 7   TOTAL
2. District Per Pupil Expenditure:      \$6,052
- Average State Per Pupil Expenditure:  \$7,088

**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.   6   Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	58	57	115		<b>7</b>			
<b>1</b>	58	51	109		<b>8</b>			
<b>2</b>	56	59	115		<b>9</b>			
<b>3</b>	58	45	103		<b>10</b>			
<b>4</b>					<b>11</b>			
<b>5</b>					<b>12</b>			
<b>6</b>					Other	16	21	37
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>479</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>83.7</u>       | % White                          |
| <u>7.7</u>        | % Black or African American      |
| <u>7.7</u>        | % Hispanic or Latino             |
| <u>0.4</u>        | % Asian/Pacific Islander         |
| <u>0.4</u>        | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 31 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	76
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	63
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	139
<b>(4)</b>	Total number of students in the school as of October 1	452
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.3075
<b>(6)</b>	Amount in row (5) multiplied by 100	30.75

8. Limited English Proficient students in the school: 2 %  
11 Total Number Limited English Proficient

Number of languages represented: 2  
Specify languages: Spanish and Urdu

9. Students eligible for free/reduced-priced meals: 49 %  
237 Total Number Students Who Qualify

If this method does not produce 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: 12 %  
57 Total Number of Students Served

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

<u>    </u> Autism	<u>  3  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  4  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 11 </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 51 </u> Speech or Language Impairment
<u>  1 </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2  </u>	<u>    </u>
Classroom teachers	<u> 23 </u>	<u>  1 </u>
Special resource teachers/specialists	<u>  3 </u>	<u>    </u>
Paraprofessionals	<u>  8 </u>	<u>  1 </u>
Support staff	<u>  9 </u>	<u>    </u>
Total number	<u> 45 </u>	<u>  2 </u>

12. Average school student-“classroom teacher” ratio:   18 to 1  

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.10%	96.56%	95.99%	95.73%	95.87%
Daily teacher attendance	95.2%	94.5%	95.1%	95.2%	93.7%
Teacher turnover rate	7.1%	16.7%	6.7%	6.3%	6.5%
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**

---

Chandler Elementary School in Chandler, Texas is located on the eastern end of Henderson County and is part of the Brownsboro Independent School District. Brownsboro ISD is a rural district that encompasses 192 square miles and includes the small towns of Brownsboro and Chandler, part of Lake Palestine, and an extensive rural area. The town of Chandler is a very close-knit community that is home to residents from diverse economic levels. The community is comprised of several businesses, two medical clinics, two banks, a community center, several churches, and recreational and competitive athletic organizations for children and youth. Chandler Elementary is the “heart” of the community and maintains close relationships with the local businesses and community members.

Chandler Elementary School is a school-wide Title I pre-kindergarten through 3<sup>rd</sup> grade campus. Previously, the campus housed grades pre-kindergarten through 5; however, in the fall of 2002, Brownsboro ISD opened a new Intermediate campus, moving grades 4 and 5 to the new campus and converting Chandler Elementary to a primary-level elementary campus. Significant growth in the community has produced challenges for the school. Chandler Elementary currently has an enrollment of 479 students.

The mission of Chandler Elementary is “to ensure that every child receives a quality education by creating an academically challenging and safe environment for all children to achieve to their fullest potential. Students shall be provided the opportunity to develop cognitively, emotionally, physically, and socially in order to help each child become a productive member of society and promote lifelong learning”.

Our focus is to provide “individualized” instruction for every student according to his/her particular needs and learning styles. School administrators ensure that highly qualified teachers are placed in every classroom. Our instructional curriculum is based upon the Texas Essential Knowledge and Skills (TEKS); however, teachers utilize a variety of instructional practices to successfully meet the unique needs of learners. The foundation of teachers’ instructional strategies is determined by current, success-driven, research-based methods.

Chandler Elementary provides several special programs to help all students be successful and achieve mastery levels at or above grade level. We provide special programs for at-risk students, students with limited English proficiency, migrant students, dyslexic students, and students with disabilities. In addition, we provide a program for gifted and talented students. We utilize a campus-based “Academic Intervention Team” (AIT) to address particular needs of students who are not achieving success. The AIT reviews the academic history of students referred for assistance and makes recommendations regarding an individualized plan to meet their needs and to help them make adequate yearly progress.

Chandler Elementary participates in a unique partnership with The University of Texas at Tyler, which is a four-year university located approximately 20 miles from Chandler. The Chandler campus is a designated site for the university’s teacher-training program and houses a “Center for the Professional Development of Teachers”. Students who are majoring in education and are completing the semester just prior to their student teaching are enrolled in this program. These university students do their coursework and field experience on the Chandler campus for the entire semester. This partnership provides a rich dialogue between university supervisors, classroom teachers, and pre-service teachers. It also helps Chandler Elementary participate in the training of future teachers and provides assistance to our classroom teachers by enhancing small-group instruction and reducing the teacher/student ratio.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results

Chandler Elementary students have made significant progress in the past three years on state accountability testing. The state of Texas began administering the Texas Assessment of Knowledge and Skills (TAKS) to students in grades 3 through 11 in the 2002-2003 school year. Prior to that year, students took the Texas Assessment of Academic Skills (TAAS). The two tests are similar with TAKS being more challenging and based entirely on the TEKS, which outlines skills students are expected to learn at each particular grade level. Students who are enrolled in the special education program and have a disability based on conditions specified in the Individuals with Disabilities Education Act (IDEA) have the option of taking the State-Developed Alternative Assessment that is based on their ability level.

The assessment results for Chandler Elementary students in the area of reading have shown significant gains in the percentage of students who perform successfully. For example, the percentage of 3<sup>rd</sup> grade students who passed the reading TAAS/TAKS has increased from 79% in 2000 to 94% in 2003. Scores indicate the percentage of 4<sup>th</sup> grade students who passed the reading TAAS/TAKS increased from 81% to 88%, and the percentage of 5<sup>th</sup> grade students who passed the reading TAAS/TAKS increased from 87% to 93%.

Mathematics has been an even greater area of improvement in accountability assessment, especially in grades 3 and 4. Assessment results indicate the percentage of 3<sup>rd</sup> grade students who passed the mathematics TAAS/TAKS has increased from 67% in 2000 to 99% in 2003. Test scores show that the percentage of 4<sup>th</sup> grade students who passed the mathematics TAAS/TAKS has increased from 82% to 92%, and the percentage of 5<sup>th</sup> grade students who passed the mathematics TAAS/TAKS has ranged from 92% in 2000 to 91% in 2002.

We are also very proud that particular subgroups of students have made significant gains, especially students who are economically disadvantaged. Since the spring 2000 testing administration, the percentage of economically disadvantaged students who passed the TAAS/TAKS reading showed a gain of 75% to 92% in 3<sup>rd</sup> grade, 76% to 83% in 4<sup>th</sup> grade, and 75% to 89% in 5<sup>th</sup> grade. In addition, the percentage of economically disadvantaged students who passed the TAAS/TAKS mathematics showed increases of 59% to 98% in 3<sup>rd</sup> grade, 72% to 88% in 4<sup>th</sup> grade, and 82% to 83% in 5<sup>th</sup> grade.

A strong commitment to ensuring success for every child and fulfilling the mission of Chandler Elementary combined with the increase in assessment scores for our school resulted in Chandler moving from an “Academically Acceptable” rating to a “Recognized” rating in 2002. Since the spring 2003 testing was the first administration of the new TAKS, the state of Texas did not issue new accountability ratings for that year; however, if ratings had been given, Chandler Elementary’s test scores would have resulted in an “Exemplary” rating.

## **2. Use of Assessment Data**

Chandler Elementary School utilizes multiple assessment data to continually improve student performance. Third grade students take the TAKS each spring in the subject areas of reading and mathematics. Each year school personnel review the campus Academic Excellence Indicator System (AEIS), which is a campus “report card” based on students’ TAKS scores, and conduct an individual item analysis of student responses from the previous year’s test results. The information from the TAKS scores is used to determine strengths and areas for improvement in our instructional program, plan for instruction and/or modify instructional practices as needed, determine staff development needs for teachers, and plan the school budget.

In addition to TAKS information, assessments are conducted throughout the school year to monitor student progress and plan the instructional program. All kindergarten students take a developmental readiness test at the beginning of the school year, and then they are given the Texas Primary Reading Inventory (TPRI) at mid-year and at the end of the year to determine instructional level and/or growth. The TPRI is administered to all first and second grade students at the beginning, middle, and end of the school year for the same purposes. Third grade administers pre-tests in reading and math to all students and post-tests for summative information at the end of the year. Students in all grades take periodic fluency and comprehension tests so teachers can use this information to monitor progress and plan instruction accordingly.

Benchmark assessments aligned with the TEKS in reading and mathematics are given each 6-weeks grading period. These results are considered in identifying students for tutorials and the extended day program. In addition, staff members also use this information to plan instruction across the grade levels, as well as for vertical teaming to maximize student success.

## **3. Communicating Student Performance**

The staff of Chandler Elementary strongly believes that education should be a partnership between the school and parents and the community. Therefore, communication of students’ academic performance to parents and the community is critical to our success. Student performance information is communicated to parents through several methods. Formal grade reports are given to parents each 6 weeks, and 3-week progress reports are distributed to parents at the mid-point of each grading period to inform them of the student’s progress in mastering the appropriate grade level curriculum. Also, teachers hold conferences with parents to discuss student progress throughout the school year. In addition, the results of pre- and post-benchmark tests in reading and math, periodic reading fluency tests, and 6-weeks benchmark assessments are shared with parents. Students in kindergarten and first grade take home folders daily with samples of student work and/or graded assignments. The second and third grade students take home folders weekly with their graded assignments for the parents to review. Parents sign the folders and return them to the teacher. The principal periodically sends “Good News from School” postcards to parents to positively reinforce students’ successes. Student performance information is also communicated to parents and the community through articles in the campus newsletter and the local newspaper. The principal and teachers also host a reading and math “Family Learning Night” for parents of students in second and third grades to review the “Student Success Initiative” guidelines of the state accountability requirements for student success and promotion. Brochures explaining the “Student Success Initiative” are given to parents of all students in kindergarten through third grade.

Every school in the state of Texas receives a campus report card each year that details the campus accountability rating and information regarding student performance on the TAKS. A public meeting is held by the Brownsboro ISD Board of Trustees in January of each year to review the district-wide accountability report issued by the state of Texas. Chandler Elementary holds an open meeting each year for parents and community members to discuss the assessment information contained in the campus accountability report.

#### 4. Sharing Success

The staff of Chandler Elementary School believes that education is important to our society as a whole, and we want to contribute positively to the quality of education in general. We have been involved in sharing our success with other schools and educational professionals in the past and would certainly commit to continue that process as a *No Child Left Behind – Blue Ribbon School*. We have had previous visits both from professionals within our district and from other districts, and we welcome the opportunity for both teachers and administrators to visit our campus and observe in our classrooms. We are committed to continually pursuing excellence in education and would proudly serve as a mentor school.

Chandler Elementary is the first campus in our district to utilize the services of a literacy facilitator who trains our teachers in best practices regarding reading instruction. She provides on-going staff development and conducts “peer-coaching” with the teachers. Our campus literacy facilitator also instructs educational professionals at the statewide literacy institute held each year for reading teachers/specialists in the state of Texas. In addition, one of our classroom teachers is a state-level instructor for the state of Texas “Third Grade Reading Academy”. She has trained teachers from across the state, our campus, and other campuses in our district in the components of a research-based reading and language arts program.

Chandler Elementary maintains a partnership with the University of Texas at Tyler in which we host student teachers-in-training who receive their university coursework on our campus and observe and teach in our classrooms. This is a vital collaboration in which we are able to share effective instructional practices with future educational professionals.

Our campus also hosts meetings for parents to train them in strategies they can use at home to improve their child’s academic success. We instruct parents in the student success requirements of the state of Texas and the federal *No Child Left Behind Act of 2001*. We also inform parents of their child’s progress in meeting these standards and communicate to them our high expectations for all of our students.

# PART V – CURRICULUM AND INSTRUCTION

---

## 1. School Curriculum

Chandler Elementary School is dedicated to a philosophy that children must learn a foundation of appropriate academic skills and develop the ability to think critically and engage in problem solving for long-term success in life. Our curriculum supports this philosophy and is based on the TEKS, which is the required educational curriculum of the state of Texas. This curriculum is designed so that students will learn foundational skills at each grade level to develop an appropriate knowledge base of the various content areas required for future growth and academic success. The staff at Chandler Elementary is dedicated to maintaining high expectations for all of our students. We not only believe that every student can learn, but that it is incumbent upon our staff to provide instruction in an individualized manner so that every student does learn. All students, regardless of economic status, race, disabilities, or limited English proficiency are expected to make adequate yearly progress to meet the state standards for their grade level.

Based on these beliefs, our curriculum for students in pre-kindergarten through third grade includes instruction in the core subject areas of reading, language arts, mathematics, science, social studies, and health. The majority of the school day is dedicated to instruction of reading, language arts, and math skills, with science, social studies, and health taught in an integrated format. Students receive a minimum of 60 minutes of fine arts instruction and 240 minutes of physical education instruction weekly. Critical thinking and problem solving based on *Bloom's Taxonomy* of higher order thinking skills are also integrated into the daily curriculum and instruction. The foundation of our language arts program is immersion in both oral and written text for beginning learners. Students are expected to develop strong early reading strategies by the end of first grade, and the second and third grade reading curriculum further develops these reading strategies with an increased emphasis on word-work, comprehension, and critical thinking. The foundation of our math curriculum is instruction utilizing models and representations and then progressing into computation and higher-level problem solving. Success is mandatory, rather than optional, and teachers modify and adjust instructional practices to ensure that every student is successful.

A variety of interventions involving specialized instructional settings to accelerate learning are available for students who are performing below grade level expectations. Also, special services and/or accommodations are provided for students who have particular disabilities according to state and federal law. An English as a Second Language (ESL) program is provided for students who speak or hear a language other than English in their home and possess deficiencies in oral or written usage of the English language. In addition to the remedial programs, an accelerated, differentiated curriculum is provided for gifted and talented students.

Development of technology skills is a critical component of our curriculum, and technology is an important instructional resource that is utilized across the curriculum. There are student computers in every classroom that are used for conducting research, writing projects, producing mathematical representations, reinforcing skills with learning programs, and assessing reading skills with the *Accelerated Reader* program.

Chandler Elementary participates in a school-wide character education program, *Core Essentials*, sponsored by Chick-Fil-A. This program teaches character values to students so they will “treat others right, make smart decisions, and maximize their potential”. The *Core Essentials* program is a key component of our curriculum that supports our mission to educate children emotionally and socially, as well as academically.

Teachers collaborate both horizontally and vertically to insure continuity in all areas of the curriculum. Curriculum content and instructional strategies are designed to connect skills learned in school with real-world applications. Our curriculum fully supports the goal of Chandler Elementary to produce students who become successful members of society and engage in lifelong learning.

## 2. Reading Curriculum

We believe that reading is the most important skill we teach our students at Chandler Elementary. Our reading curriculum and instructional practices are based on the twelve components and features of a literacy research-based reading program as recommended by the *Texas Reading Initiative*. These techniques and strategies have proven successful with diverse learners and are based on the most current information regarding reading theory. The teachers are trained in these research-based practices through modeling, reflecting, and peer coaching by our campus literacy facilitator.

Teachers use an integrated approach to teaching language arts, and students learn literacy skills during authentic reading and writing experiences. Components of a balanced literacy program that are implemented in our instruction include: reading aloud, shared reading, guided reading, independent reading, language experiences, interactive writing, writing workshop, and independent writing. The teachers possess the skills and tools to meet the students' needs individually and incorporate numerous effective practices to teach the reading and writing process. Reading groups are designed homogeneously, and meaningful independent learning stations are utilized to reinforce development of reading and writing skills. Classrooms have learning environments that are conducive to fostering active student involvement and guiding children into independent learning.

Frequent assessment is a critical component of our reading program and guides teacher decision-making. The TPRI, Observation Survey, and 6-weeks benchmark tests are formal assessments that are administered to students. Informal assessments such as running records, fluency tests, and skill tests are given to monitor student progress on a daily/weekly basis. Students who enter school reading and writing below grade level are immediately identified, and an acceleration plan is developed for them. Our reading program has led to improvement in the students' academic abilities and yielded significant gains in accountability test scores.

## 3. Math Curriculum

Mathematics is an essential component of the Chandler Elementary curriculum in accordance with the standards of the state curriculum, the TEKS. Students are expected to master advanced math skills that will prepare them for higher education and twenty-first century careers. Therefore, the primary focus of our math curriculum and instruction is the development of problem solving and critical thinking skills.

Numerous effective practices are implemented to teach math to our students. The students receive a minimum of one hundred minutes of math instruction daily, and math skills are also integrated into other content areas throughout the day. Concrete models and representations are utilized in introducing math concepts at all grade levels to ensure students develop a solid skill foundation. Basic computation and mathematics vocabulary are taught primarily as tools to utilize in solving problems. Teachers involve students in a variety of high-interest games that provide five to ten minutes daily of maintenance review in basic computation skills. Multiple resources are used in developing students' problem solving skills that include: a state-adopted math textbook; the *Excel* math program; TAKS "Target" math board program; and materials from several supplemental math resources. In addition, we conduct daily activities that promote long-term maintenance and review, and monitor student progress with frequent benchmark assessments. Teachers plan and implement activities that coordinate with the levels of *Bloom's Taxonomy* to build students' critical thinking skills.

Technology resources also enhance our math curriculum. Instructional software is available in the classrooms, and all students complete a technology product each grading period that demonstrates knowledge and understanding of particular math skills. Our school district has implemented the *Gayle Fuller Vertical Alignment* framework in grades K-12 to ensure continuity across the grade levels in our math program. Our students' math scores have continually increased the past 5 years, which indicates effectiveness in our math program.

#### 4. Instructional Methods

Chandler Elementary teachers employ many instructional methods to meet the individual needs of every student. At Chandler, we embrace the philosophy that children possess varying learning styles; therefore, as educators we must incorporate a diverse range of teaching strategies to make every child successful. We incorporate strategies which have proven to be successful and based on research-driven methodologies. Academic learning time in which students are actively engaged in learning activities with a high level of success is critical to student achievement. Therefore, teachers organize their instructional day so that student time on task is maximized. Students are involved in learning activities even during transitional periods throughout the day.

All of our classrooms are organized into self-contained homeroom classes that are heterogeneously grouped. However, teachers frequently assemble small groups of students for instruction based on their needs and/or abilities. We have found small-group instruction to be one of our most valuable tools in producing student success, especially among at-risk and hard-to-accelerate students. We focus on teaching an accelerated curriculum that involves students in activities at the higher levels of *Bloom's Taxonomy* and integrate critical thinking skills into all subject areas. In addition, students in kindergarten through third grade participate in independent learning stations that reinforce reading and math skills.

Students performing below grade level attend tutorial sessions for a minimum of 90 minutes weekly. Also, we provide an Accelerated Reading Intervention program in which students who are not reading at grade level receive 30 minutes daily of intensive reading instruction in a small group setting that is taught by a professional teacher. We conduct frequent benchmark assessments with students, analyze the data from these assessments, and plan instruction according to the strengths and weaknesses exhibited. Continual improvement of student progress is our primary goal, and instructional strategies are implemented that will be successful in achieving that goal.

#### 5. Professional Development

Professional development supports our school mission and directly correlates to campus needs assessments based on student performance information. We continually strive to stay abreast of success-driven, research-based instructional practices. The principal and instructional staff enrich their knowledge of effective practices through reading professional journals, attending educational conferences and workshops, training with consultants, and maintaining a university partnership between our school and the teacher preparation program at the University of Texas at Tyler. Faculty meetings provide opportunities for staff members to engage in “study groups” on current topics related to effective instructional practices and research-based information in the field of education. In addition, teachers provide demonstration lessons for their co-workers on successful strategies they implement in their classrooms.

The most critical component of our campus professional development is our training under the leadership of a reading/literacy consultant. Teachers have been trained in intensive reading and writing theory. They participate in formative staff development and “peer coaching” that leads to reflection and modeling of the reading and writing process. Their training is aligned with the components of a research-based reading program as outlined and recommended by the *Texas Reading Initiative*. This training has significantly improved our reading and language arts instruction school-wide and has been the single most important element in contributing to our increase in student assessment scores.

**STATE CRITERION-REFERENCED TESTS – Texas Assessment of Academic Skills (TAAS) and Texas Assessment of Knowledge and Skills (TAKS)**

Grade 3

Test Reading

Edition/publication year 1999-2003

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Special Education students receiving modified instruction significantly below grade level were given an appropriate alternative assessment based on the ARD committee recommendations.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month – March, 2003; April, 1999-2002					
<b>SCHOOL SCORES</b>					
% at or above 70 TLI (passing standard)	94%	81%	85%	79%	86%
% mastering all objectives*	26%	43%	63%	49%	56%
Number of students tested	90	81	73	75	64
Percent of total students tested	94%	98%	100%	96%	90%
Number of students excluded	6	2	0	3	7
Percent of students excluded	6%	2%	0%	4%	10%
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% at or above 70 TLI (passing standard)	92%	77%	82%	75%	78%
% mastering all objectives*	26%	31%	47%	41%	52%
Number of students tested	39	26	17	32	23
2. White					
% at or above 70 TLI (passing standard)	95%	81%	86%	80%	87%
% mastering all objectives	26%	47%	65%	51%	59%
Number of students tested	78	68	65	70	54
3. African American					
% at or above 70 TLI (passing standard)	100%	67%	80%	60%	60%
% mastering all objectives	29%	17%	40%	20%	20%
Number of students tested	7	6	5	5	5
<b>STATE SCORES</b>					
% at or above 70 TLI (passing standard)	89.6%	88%	86.8%	87.9%	88%

\*In the spring, 2003, testing, the % *mastering all objectives* moved to a higher standard called *Commended Performance*.

**STATE CRITERION-REFERENCED TESTS – TAAS and TAKS**

Grade 3

Test Math

Edition/publication year 1999-2003

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Special Education students receiving modified instruction significantly below grade level were given an appropriate alternative assessment based on the ARD committee recommendations.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - March, 2003; April, 1999-2002					
<b>SCHOOL SCORES</b>					
% at or above 70 TLI (passing standard)	99%	89%	85%	67%	81%
% mastering all objectives*	29%	15%	17%	27%	31%
Number of students tested	93	80	72	75	68
Percent of total students tested	99%	96%	99%	96%	96%
Number of students excluded	1	3	1	3	3
Percent of students excluded	1%	4%	1%	4%	4%
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% at or above 70 TLI (passing standard)	98%	88%	69%	59%	68%
% mastering all objectives	18%	8%	13%	16%	16%
Number of students tested	40	25	16	32	25
2. White					
% at or above 70 TLI (passing standard)	100%	88%	88%	70%	83%
% mastering all objectives	31%	15%	19%	29%	31%
Number of students tested	81	68	64	69	58
3. African American					
% at or above 70 TLI (passing standard)	100%	80%	40%	20%	40%
% mastering all objectives	29%	0%	0%	0%	0%
Number of students tested	7	5	5	5	5
<b>STATE SCORES</b>					
% at or above 70 TLI (passing standard)	90.8%	87.4%	83.1%	80.6%	83.1%

\* In the spring, 2003, testing, the % *mastering all objectives* moved to a higher standard called *Commended Performance*.

## STATE CRITERION-REFERENCED TESTS – TAAS and TAKS

Grade 4

Test Reading

Edition/publication year 1999-2002

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Special Education students receiving modified instruction significantly below grade level were given an appropriate alternative assessment based on the ARD committee recommendations.

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month – April				
<b>SCHOOL SCORES</b>				
% at or above 70 TLI (passing standard)	88%	92%	81%	87%
% mastering all objectives	54%	55%	44%	37%
Number of students tested	72	60	64	67
Percent of total students tested	97%	97%	91%	87%
Number of students excluded	2	2	6	10
Percent of students excluded	3%	3%	9%	13%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% at or above 70 TLI (passing standard)	83%	63%	76%	73%
% mastering all objectives	39%	23%	16%	15%
Number of students tested	23	30	25	26
2. White				
% at or above 70 TLI (passing standard)	89%	84%	80%	86%
% mastering all objectives	58%	39%	45%	38%
Number of students tested	62	62	55	65
3. African American				
% at or above 70 TLI (passing standard)	67%	40%	N/A*	N/A
% mastering all objectives	17%	20%	N/A	N/A
Number of students tested	6	5	N/A	N/A
<b>STATE SCORES</b>				
% at or above 70 TLI (passing standard)	92.5%	90.8%	89.9%	88.8%

\* No data reported for fewer than 5 students.

**STATE CRITERION-REFERENCED TESTS – TAAS and TAKS**

Grade 4

Test Math

Edition/publication year 1999-2002

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Special Education students receiving modified instruction significantly below grade level were given an appropriate alternative assessment based on the ARD committee recommendations.

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April				
<b>SCHOOL SCORES</b>				
% at or above 70 TLI (passing standard)	92%	87%	82%	86%
% mastering all objectives	11%	18%	23%	35%
Number of students tested	73	62	66	69
Percent of total students tested	99%	100%	94%	90%
Number of students excluded	1	0	4	8
Percent of students excluded	1%	0%	6%	10%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% at or above 70 TLI (passing standard)	88%	71%	72%	78%
% mastering all objectives	0%	0%	8%	19%
Number of students tested	24	31	25	27
2. White				
% at or above 70 TLI (passing standard)	92%	83%	82%	87%
% mastering all objectives	13%	3%	20%	34%
Number of students tested	63	64	56	67
3. African American				
% at or above 70 TLI (passing standard)	83%	40%	N/A*	NA/
% mastering all objectives	0%	0%	N/A	N/A
Number of students tested	6	5	N/A	N/A
<b>STATE SCORES</b>				
% at or above 70 TLI (passing standard)	94.1%	91.3%	87.1%	87.6%

\* No data reported for fewer than 5 students.

**STATE CRITERION-REFERENCED TESTS – TAAS and TAKS**

Grade 5

Test Reading

Edition/publication year 1999-2002

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed? Special Education students receiving modified instruction significantly below grade level were given an appropriate alternative assessment based on the ARD committee recommendations.

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April				
<b>SCHOOL SCORES</b>				
% at or above 70 TLI (passing standard)	93%	92%	87%	89%
% mastering all objectives	57%	55%	43%	36%
Number of students tested	67	60	63	64
Percent of total students tested	97%	97%	93%	98%
Number of students excluded	2	2	5	1
Percent of students excluded	3%	3%	7%	2%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% at or above 70 TLI (passing standard)	89%	76%	75%	81%
% mastering all objectives	41%	35%	21%	6%
Number of students tested	27	17	24	21
2. White				
% at or above 70 TLI (passing standard)	97%	90%	86%	90%
% mastering all objectives	58%	58%	42%	29%
Number of students tested	59	52	59	62
3. African American				
% at or above 70 TLI (passing standard)	60%	N/A*	N/A	N/A
% mastering all objectives	40%	N/A	N/A	N/A
Number of students tested	5	N/A	N/A	N/A
<b>STATE SCORES</b>				
% at or above 70 TLI (passing standard)	92.7%	90.2%	87.8%	86.4%

\* No data reported for fewer than 5 students.

**STATE CRITERION-REFERENCED TESTS –TAAS and TAKS**

Grade   5  

Test   Math  

Edition/publication year   1999-2002  

Publisher   Texas Education Agency  

What groups were excluded from testing? Why, and how were they assessed?   Special Education students receiving modified instruction significantly below grade level were given an appropriate alternative assessment based on the ARD committee recommendations.  

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month				
<b>SCHOOL SCORES</b>				
% at or above 70 TLI (passing standard)	91%	87%	92%	96%
% mastering all objectives	14%	18%	23%	40%
Number of students tested	69	62	61	57
Percent of total students tested	100%	100%	90%	92%
Number of students excluded	0	0	7	6
Percent of students excluded	0%	0%	10%	8%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
% at or above 70 TLI (passing standard)	83%	82%	82%	91%
% mastering all objectives	10%	0%	18%	10%
Number of students tested	29	17	22	22
2. White				
% at or above 70 TLI (passing standard)	95%	85%	91%	90%
% mastering all objectives	13%	19%	21%	29%
Number of students tested	60	54	57	62
3. African American				
% at or above 70 TLI (passing standard)	67%	N/A*	N/A	N/A
% mastering all objectives	0%	N/A	N/A	N/A
Number of students tested	6	N/A	N/A	N/A
<b>STATE SCORES</b>				
% at or above 70 TLI (passing standard)	96.2%	94.6%	92.1%	90.1%

\* No data reported for fewer than 5 students.