

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

Name of Principal Mrs. Tina M. Clyburn

Official School Name James L. Wright Elementary

School Mailing Address 1702 S. Grinnell Street

<u>Perryton,</u>	<u>Texas</u>	<u>79070 - 4441</u>
City	State	Zip Code+4 (9 digits total)

Tel. (806) 435-2371 Fax (806) 434-8844

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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. Robin Adkins

District Name Perryton Independent School District Tel. (806) 435-5478

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. Perry Allred

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 Signature) Date _____

PART I – ELEGIBILITY 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.

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

DISTRICT – Perryton Independent School District

1. Number of schools in the district: 3 Elementary schools
 0 Middle schools
 1 Junior high school
 1 High school
 1 Other (Alternative Education Campus - gr. 6-12)
 6 TOTAL
2. District Per Pupil Expenditure: \$6,830
 Average State Per Pupil Expenditure: \$7,088

SCHOOL

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. 3 Number of years the principal has been in her/his position at this school.
 (2001-2002 – first year, 2002-2003 – second year, 2003-2004 – third year.
 The previous principal was employed at Wright Elementary for eleven years.)
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				7			
1	66	69	135	8			
2	96	63	159	9			
3	86	49	135	10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS at WRIGHT ELEMENTARY →							429

6. Racial/ethnic composition of the students in the school: 47.0% White
00.5% Black or African American
51.5% Hispanic or Latino
00.5% Asian/Pacific Islander
00.5% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 13.24 %

(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.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	438
(5)	Subtotal in row (3) divided by total in row (4)	.1324
(6)	Amount in row (5) multiplied by 100	13.24%

8. Limited English Proficient students in the school: 31.5 %

135 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Spanish, Gujavati (Indian), Japanese, Chinese

9. Students eligible for free/reduced-priced meals: 60.1 %

258 Total Number of Students Who Qualify

10. Students receiving special education services: 9.6 %

41 Total Number of Students Served

10. (cont)

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 14</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 13</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 10</u> Multiple Disabilities	<u> </u> Visual Impairment Including
<u> 3</u> Emotionally Disturbed	<u> </u> 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> 1</u>	<u> </u>
Classroom teachers	<u> 23</u>	<u> </u>
Special resource teachers/specialists (counselor, nurse, ESL reading, Bi-lingual, 2 Sp Ed, music, PE)	<u> 8</u>	<u> 3</u> (speech pathologist, librarian, GT)
Paraprofessionals (office staff, instructional paraprofessionals)	<u> 12</u>	<u> </u>
Support staff (cafeteria, custodians)	<u> 15</u>	<u> </u>
Total number	<u> 59</u>	<u> 3</u>

12. Average school student-“classroom teacher” ratio: 18.65:1

13. Show the attendance patterns of teachers and students as a percentage

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.9%	96.6%	96.6%	96.6%	96.8%
Daily teacher attendance	95 %	95 %	96 %	94 %	96 %
Teacher turnover rate	6.5%	9.7%	2.8%	2.8%	8.8%

PART III - SUMMARY

James L. Wright Elementary, comprised of grades one through three, is located in Perryton, Texas, a small, rural town located at the very top of the Texas Panhandle. Wright Elementary is a school that is safe and orderly, and whose students and staff have aspirations to reach the highest goals possible. The staff at Wright Elementary, with the support and involvement of parents and community, works hard every day to make learning a priority and to help each student reach his or her potential.

Over the past several years, the population of Perryton has changed from a primarily white and middle-class community into a community with a diverse population both ethnically and economically. Change in the economic base and the need for workers in agribusiness in the Perryton area has resulted in a school population which is sixty percent economically disadvantaged, fifty-two percent Hispanic, a small percentage of other ethnicities, and forty-seven percent white. Thirty-two percent of our students are limited English speakers and thirty-two percent are migrants. Ten percent of our students are immigrants to the United States from Mexico, Japan and Canada.

While we recognize our differences, we also affirm our similarities at Wright Elementary. Each school day begins with an all-school assembly in the gymnasium where students and staff recite the Pledge of Allegiance to the flags of the United States and Texas. After the pledges and one minute of silent reflection, students and staff recite the following pledge written by educator/speaker Riney Jordan: “Today I will do more than I have to do; I will treat others as I want to be treated, and I will try to become a better person.” The morning meeting at Wright sets the tone for mutual respect and a positive day.

The mission of James L. Wright Elementary is to prepare children to function successfully in a changing world by teaching every student to **REACH**. Students will strive to exhibit:

- **Respect** for themselves and others
- **Enthusiasm** for education
- **Accountability**
- **Creativity**
- **Higher order critical thinking skills**

To help students meet the challenge of our mission, Wright staff members have high expectations for every student across ethnic and economic lines, and encourage support from parents and our community. Wright Elementary has a Parent Teacher Organization, a migrant parent group, and an active group of community members and high school students who serve as literacy volunteers. *Muffins for Moms* and *Donuts for Dads*, parent involvement literacy programs for each homeroom class, have approximately 90% attendance rates. Honor rallies are held for the community to recognize our students’ achievements each six weeks. We have extensive after-school reading and math programs and offer summer school to all students who need acceleration in basic skills acquisition, as well as English as a Second Language (ESL) and bilingual programs. Program effectiveness is monitored by formal and informal assessment of student growth in academic skills throughout the year and is reviewed by the Campus Educational Improvement Council based upon the comprehensive needs assessment.

Visitors to James L. Wright have commented that the climate of our school is warm and positive. This is a school where students are valued by every staff member, and are expected to succeed and achieve at the highest levels possible. It is the endeavor of our staff to include all students in the learning process in spite of any physical or mental differences. The recent reduction of funding from the State of Texas has resulted in an attrition of employees at this campus and throughout the district. It has become incumbent on the staff members of our school to alter perceptions and methodologies in order to meet the changing needs of each child in our school.

The expectation at Wright Elementary is that all of us – students, parents, community members and staff – will put forth the required effort to ensure that we experience success in a positive and caring child-centered climate. No one rises to low expectations, and we will continue to raise the bar so that our students will develop skills essential to the success of citizens in our diverse and advancing society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment results in reading and mathematics for James L. Wright Elementary students are displayed in Tables 1-3 at the end of this application. The primary subgroups at Wright Elementary are White, Hispanic (which includes ESL and Migrant) and Economically Disadvantaged. Texas standards of performance for statewide testing have become more stringent with the transition to the prescribed state curriculum, TEKS (Texas Essential Knowledge and Skills). No TEKS were assessed in 1999 and were gradually included in the TAAS until the 2003 TAKS, which is entirely TEKS-based. It is evident that James L. Wright Elementary has met the challenge set forth by the state to intensify math and reading curriculum, as our students have shown growth in all scores across economic and ethnic lines.

Tables 1A and 1B indicate the growth of student subgroup performance in mastering minimum expectations on Texas' mandated tests (TAAS 1994-2002, TAKS 2003) in reading and mathematics. The growth in the White, Hispanic and Economically Disadvantaged groups grew in percent of students mastering as follows: Reading: White – from 78% mastery to 100% mastery (+22), Hispanic – from 64% mastery to 100% mastery (+36), Economically Disadvantaged – from 56% mastery to 100% mastery (+44); Math: White – from 65% mastery to 97% mastery (+32), Hispanic – from 44% mastery to 93% mastery (+49), Economically Disadvantaged – from 45% mastery to 92% mastery (+47). Wright has been successful in closing the gaps among our subgroups in reading and mathematics.

Tables 2A and 2B illustrate Wright Elementary subgroup growth in minimum expectations in reading and math from 2001 to 2003, as compared to the same subgroup growth of students throughout the State of Texas. Wright Elementary students have consistently scored higher than those in the same groups in the state.

Tables 3A and 3B present a more in-depth picture of student performance from 1999 to 2003. On these charts, meeting minimum expectations is considered Basic, and scoring at 95% or greater plus mastering all objectives is Advanced or Commended. All scores are given in percentages unless otherwise indicated. The Texas Learner Index (TAAS) and Scaled Scores (TAKS) are not stated as percentages of items correct. They are standard scores whose primary functions are to describe how far above or below the passing standard the student scored, and to provide a base to measure student progress over time. While the percent of students in all subgroups performing at the Advanced or Commended levels is increasing, Wright Elementary staff members are aware that there is still a difference between the performances of All Students and the subgroups. The percentage of students in each subgroup who have reached the Advanced or Commended levels of performance is not as large as we would like, and we will continue to work toward reducing these gaps so all students achieve at higher levels of performance.

At the top of Tables 3A and 3B, the numbers of students tested and excluded from TAAS or TAKS are listed. All students at James L. Wright are assessed by various tests which are determined to be appropriate to meet individual needs. In different years, there may be more or fewer students with special needs in a given group. Students are exempted from TAAS or TAKS for the following reasons: Special Education students as determined by the ARD committee are tested by the SDAA (State Developed Alternative Assessment) or, in a very few cases, an LDAA (Locally Developed Alternative Assessment); LEP (Limited English Proficient) students who are recent immigrants to the United States and are non-English speakers are tested by the RPTE (Reading Proficiency Test in English) and a locally developed assessment in math. All students, regardless of the testing instrument administered, are required to show Adequate Yearly Progress, and intervention plans are developed as needed.

2. Wright Elementary staff members utilize assessment data in a variety of ways to diagnose the individual needs of every student in basic skills acquisition, and to prescribe a plan for intervention. In the summer, the counselor and principal review every student's testing information from the previous spring. The Texas Primary Reading Inventory scores, the Metropolitan (MAT 8) achievement test

results, and the grade two OLSAT (Otis-Lennon School Ability Test) are charted for every student. Students are placed in classrooms in the most heterogeneous manner possible based on standardized testing results. Students are referred to our gifted and talented program for further evaluation and instruction as indicated. Also, ESL, bilingual and at-risk students are identified and provided curricular support.

From the first week of school, students are identified by test scores to indicate the need for intervention in reading. Each teacher conducts a reading tutorial class after school for an additional half-hour three days a week. This program, called Reading Club, is designed to develop the reading skills that are prescribed for individual students.

Third grade students take benchmark or practice TAKS examinations in math and reading in October, January and February (reading) or March (math). After each test, students are grouped according to individual skills acquisition for a TAKS preparatory class which provides intensified instruction in reading and math.

The campus improvement plan is structured around assessment results. TAKS, MAT 8 and TPRI results are used to evaluate the effectiveness of instructional programs. It is the goal of our school to instruct students according to individual needs so that students perform at higher levels than merely meeting minimum standards on assessments.

3. The educational progress of each child at Wright Elementary is communicated to parents on a regular basis. Progress reports are sent during the third week of the grading period to the parents of each child struggling in any subject. Each six weeks, teacher given grades are shared on the report card. At the end of the first six weeks and the end of the first semester, the district schedules early dismissal for students so that teachers can hold parent conferences to discuss each child's progress. Translators are provided, as needed, for all parent conferences.

Standardized testing information is also shared with parents. All third grade students' Texas Assessment of Knowledge and Skills (TAKS) results in reading and math are mailed to the parents with an information brochure written in English and in Spanish. If a third grade student performs unsuccessfully on reading or math TAKS assessments, parents are personally contacted to discuss intervention plans. Letters are mailed to all first and second grade parents stating group and individual results of the Texas Primary Reading Inventory (TPRI) and the Metropolitan Achievement Test 8 (which measures student performance in reading, math and language). Third grade parents receive an additional letter in the fall listing accumulated test results for their student and indicating an intervention plan if the student is considered to be at risk of failing the TAKS. A brochure explaining the Student Success Initiative (SSI) is mailed to second and third grade parents so they will be aware of the fact that students not passing the minimum standard on TAKS reading in the third grade will be retained.

Communication with parents is an important part of supporting student success at Wright. Parents receive letters, memos and a monthly calendar in both English and Spanish on a regular basis. Works of student writing, photographs and articles about Wright Elementary are published each month on a full page in the community newspaper, *The Perryton Herald*. Parents are always encouraged to meet with teachers, the counselor, and the principal to discuss student assessment results, academic progress and other concerns affecting their child's success.

4. James L. Wright Elementary shares its best instructional practices with other schools through various venues. The TAKS 2003 Reading Intervention Model developed at this campus was duplicated and made available at Region 16 Education Service Center meetings designed to help schools satisfy state mandates in reading.

Several area schools have made site visits to James L. Wright Elementary. Visits allow a team to observe various facets of Wright Elementary's programs to gain information on instructional practices which have proven to be effective at our school.

Wright Elementary has placed information on Perryton ISD's website indicating our nomination as a Blue Ribbon School. Those who access the website can learn about Blue Ribbon schools and the fact

that Wright Elementary has been nominated for demonstrating growth in TAAS/TAKS scores. In addition, news articles highlighting Wright Elementary and the Blue Ribbon nomination have been printed in the *Amarillo Globe News* and our local newspaper, *The Perryton Herald*. The Perryton radio station, KEYE, hosts a morning program broadcast in a wide area of the Panhandle which includes surrounding school districts. This radio program provides another media source to disseminate information concerning instructional practices at our school. If James L. Wright receives the Blue Ribbon School Award, information will be presented through the media and Region 16 Education Service Center to herald our success, and to distribute information as to how we have made impressive gains in academic performance.

PART V – CURRICULUM AND INSTRUCTION

1. Wright Elementary instructors follow an aligned, rigorous curriculum designed to meet the needs of all learners, regardless of skill acquisition or ability level. Teachers at Wright follow district curriculum guides based on the Texas Essential Knowledge and Skills (TEKS). The TEKS are vertically aligned student objectives which allow teachers to deliver a comprehensive curriculum from grade level to grade level.

Research by *The Education Trust, Washington, DC*, has indicated that student success is based on great teaching. Wright teachers are among the best, as can be determined by our students' test scores. While the teacher is at the core of curriculum delivery, Wright Elementary also implements several instructional programs which have aided instruction. Our basic reading program consists of basal reading, Saxon phonics in grade one and two, and small reading group instruction. In addition to these basic reading strategies, the Accelerated Reader program is an important part of Wright's reading success. First grade students also attend the Waterford Reading Lab daily to reinforce reading skills taught in the classroom. Math instruction includes Saxon math, math meetings and manipulatives as a part of math instruction. A new addition to curriculum enhancement at Wright is the SuccessMaker Computer Lab for reading, language and math. The broad availability of technology at Wright Elementary is an important aid to student success.

Writing is a difficult skill to develop, especially for students with emerging literacy which, in our case, is often combined with English as a Second Language issues. Correct language usage, spelling and writing are taught in a scope and sequence appropriate for each grade level and for individual learners. Students develop writing skills through language instruction, daily journal writing and integrated writing lessons in other curricular areas. In the past two years, second and third grade teachers have received training to facilitate the use of a writing program, *The Writing Academy*, which is now a portion of our language arts curriculum.

Wright Elementary students are fortunate to have physical education and music instruction every day. The physical education instructor teaches movement in a manner to connect body and mind and to enhance gross and fine motor development. Wright's music instructor teaches music theory, performance art, and music for enjoyment. Each homeroom class participates in an evening musical performance for the community, complete with costumes and make-up. Every child, regardless of ability or handicapping condition, is a participant in the class production.

Science and social studies instruction are TEKS based, with elements of reading, math and writing integrated into the lessons. Hands-on instruction is encouraged, and students enjoy such activities as science experiments, mapping our community and studying about holidays around the world. Character education is addressed every morning in opening meeting when a segment of *Project Wisdom* is shared with students and the Riney Jordan pledge is recited.

Students who are recent immigrants to the United States and are non-English speaking, receive bilingual instruction in math and reading in the Spanish language. This year, students in the bilingual

program will be tested in Spanish on TAKS reading and math tests. Students who are not recent immigrants to the United States, but are limited English speakers, receive ESL instruction in order to enhance English acquisition while being engaged in the mainstream curriculum.

Students with instructional needs beyond the regular Wright curriculum receive specialized instruction by qualified personnel. Students who are identified as gifted and talented receive weekly instruction by the district's GT instructor, and students with learning disabilities are taught in special education programs according to ARD committee recommendations.

The curriculum at Wright is designed to generate learning for students not only to prepare them for higher levels of learning, but also to provide skills that students can transfer to every day situations. The staff at Wright Elementary is dedicated to providing a curriculum which will meet this standard.

2. The reading curriculum at Wright Elementary is based on the framework of the Texas Essential Knowledge and Skills. We believe at Wright that the best strategy for reading instruction cannot be found in any single program. We continue to develop our reading curriculum which combines the best practices pulled from several programs. Wright's reading program is delivered to students through basal reading, Saxon phonics in grade one and two, and small reading group instruction. Division of students into small groups for instruction is based on performance on standardized reading tests such as the Texas Primary Reading Inventory. In addition to these basic reading strategies, the Accelerated Reader program is an important part of Wright's reading success. Practice is an integral part of reading acquisition, and Wright students are excited about reading because of the Accelerated Reader program. First grade students attend the Waterford Reading Lab daily to reinforce reading skills taught in the classroom. All students are scheduled to work at individual levels in the SuccessMaker lab. Students in the third grade are administered three TAKS practice examinations for the purpose of placing students who lack reading skills in our after-school reading intervention program called Reading Club. Student participation and grouping is changed according to student need for skills development after every practice TAKS examination. We believe that reading is the key to success in all areas of the curriculum, and we take every measure to ensure that our students are reading on grade level by the time they leave the third grade and Wright Elementary.

3. At Wright Elementary, mathematics is an essential part of each student's instructional program. Mathematics instruction is TEKS based, and Saxon math is incorporated into the curriculum by all teachers, grades one through three. In addition to the general Saxon math instruction, the SuccessMaker Lab provides prescribed math instruction for all students. Teaching strategies include a Daily Word Problem, morning math meeting, cooperative learning and instruction using manipulatives. All students explore mathematical theory through the use of hands-on activities. Higher order thinking skills are presented in conjunction with basic skills in computation. Writing is integrated in the math curriculum by asking students to write word problems based on their own experiences. Third grade students receive additional skills acquisition based instruction in a TAKS preparation class from March through May, and students who need intervention receive after school instruction in the Math Club program three days a week. Wright Elementary staff members endeavor to teach math in such a way that students have the fundamental base in mathematics which will prepare them to bridge the gap between concrete and abstract thinking. It is our goal to prepare Wright students for the challenges they will face in future math coursework and to be able to use math skills in everyday life.

4. The students at Wright Elementary are diverse both ethnically and socio-economically. The key instructional method employed at our school is to meet our students at the level of their skill acquisition with comprehensive instructional strategies. Wright Elementary is a child-centered school which is reflected in the school's organizational structure. Although each class is comprised of heterogeneous learners, basic skills instruction is delivered according to the differing needs of the students. This is managed by small group instruction, and grouping by skill acquisition for specific learning activities. An extensive assessment program is necessary in order to make sure that students are being instructed according to the skills they have not acquired. Teachers use different strategies to deliver instruction, such

as cooperative group activities, peer tutoring and re-teaching. Teachers structure lessons by incorporating questioning techniques that require students to use higher order thinking skills. Technology is integrated in all areas of the curriculum at Wright Elementary, not only to increase skill acquisition, but also to help our students become computer literate.

Students who need additional intervention in math and reading are invited to stay after school three days a week for small, skills based group instruction. These students are evaluated at least three times yearly in order to determine the skills they have acquired so that the groups can be shifted according to need. Specialized and regular classroom teachers are in charge of a Reading or Math Club so that the student teacher ratio is approximately five students to every instructor. Students who stay after school for either Reading Club, Math Club or Homework lab are provided a federally funded snack. Migrant, ESL, At-Risk and students who are in danger of retention are invited to attend a four week long half-day summer program. In the summer of 2003, over 140 Wright students took advantage of our summer program, which provided instruction to prevent retention, summer regression and to enhance basic skills. Plans are underway to continue Wright Elementary's summer intervention program which will include a breakfast and lunch program for our students.

5. James L. Wright Elementary is dedicated to providing each staff member with opportunities to grow professionally and to gain new skills to facilitate student success. Professional development at Perryton ISD has been geared toward closing the gap between subgroup populations. These programs have provided the teachers with the tools necessary to meet the differing needs of students. Randy Sprick's *Safe and Civil Schools*, the *Texas Behavior Support Initiative*, and *Crisis Prevention Intervention*, designed to build safe school climates, have provided training to three separate Wright instructional teams. Academic training has been attended by all Wright's teachers in writing, math and reading on a yearly basis to stay current on the latest teaching techniques.

To meet the needs of limited English speaking students, the district has provided training and funding for the Excet test (certification assessment for Texas educators) in English as a Second Language (ESL) and fees for adding this credential to teaching certifications. Seven professional employees at Wright Elementary are participating in this initiative, which could bring ESL certified teachers to a total of fourteen. ESL strategies were presented at a district-wide staff development to give all teachers tools to help second language learners be more successful. Perryton ISD also has a very active migrant program which provides nighttime and summer training for parents, students and teachers. The *Side-by-Side* conference is held annually in conjunction with Special Education to provide recognized speakers to inform parents and teachers concerning child development and strategies to increase academic support.

Teachers in our district attend the *At-Risk Conference* at the Region 16 Education Service Center each year. Nationally known speakers and trainers participate in this conference to offer ideas and instructional strategies to help students who are identified as at risk for failing academically in school. The principal and counselor at Wright Elementary received *Poverty Training* developed by Dr. Ruby Payne. This training is instrumental in understanding the differing educational needs of students who live in poverty, and to provide specific instructional strategies for these students. Plans are being discussed to make *Poverty Training* available to all staff members at Wright Elementary in the near future. Counselors in our district attend the *Texas Assessment Conference* in Austin, Texas to keep abreast of current state and national testing practices and standards. The administration and staff will continue to budget for student success through professional development for all staff members.

PART VII – ASSESSMENT RESULTS

James L. Wright Elementary

Grade 3

Test Texas Assessment of Knowledge and Skills - TAKS

Edition/publication year 2003 Publisher Texas Education Agency

Number of students in the grade in which the test was administered 138

Number of students who took the test 116 reading, 121 math

Students who were excluded from testing and how they were assessed:

Reading - 18 special education students, for whom the TAKS was inappropriate for evaluation purposes, took SDAA (State Developed Alternative Assessment) as determined by ARD committee.

Math – 13 special education students, for whom the TAKS was inappropriate for evaluation purposes, took SDAA as determined by ARD committee.

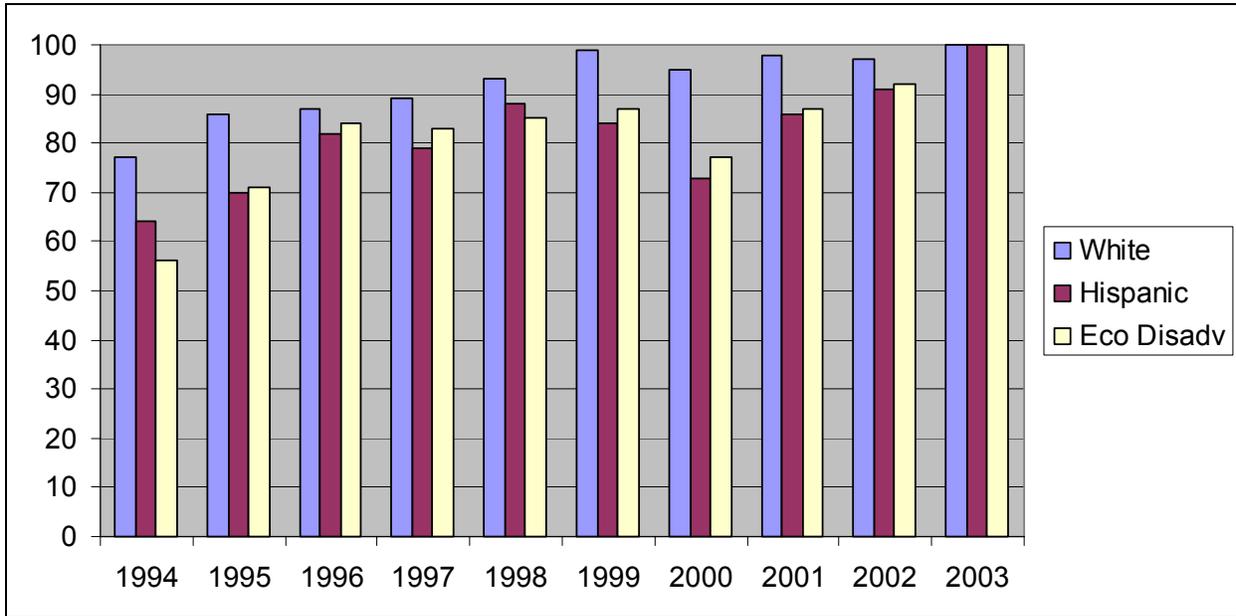
LEP – 4 students (Limited English Proficient and recent immigrants to the US) took the RPTE- (Reading Proficiency Test in English) for reading assessment and LDAA (Locally Determined Alternative Assessment) for evaluation of progress in math.

Number excluded **Reading** 22 Percent excluded 15.9 %
Number excluded **Math** 17 Percent excluded 12.3 %

Basic – met passing standard as set by the state board of education.

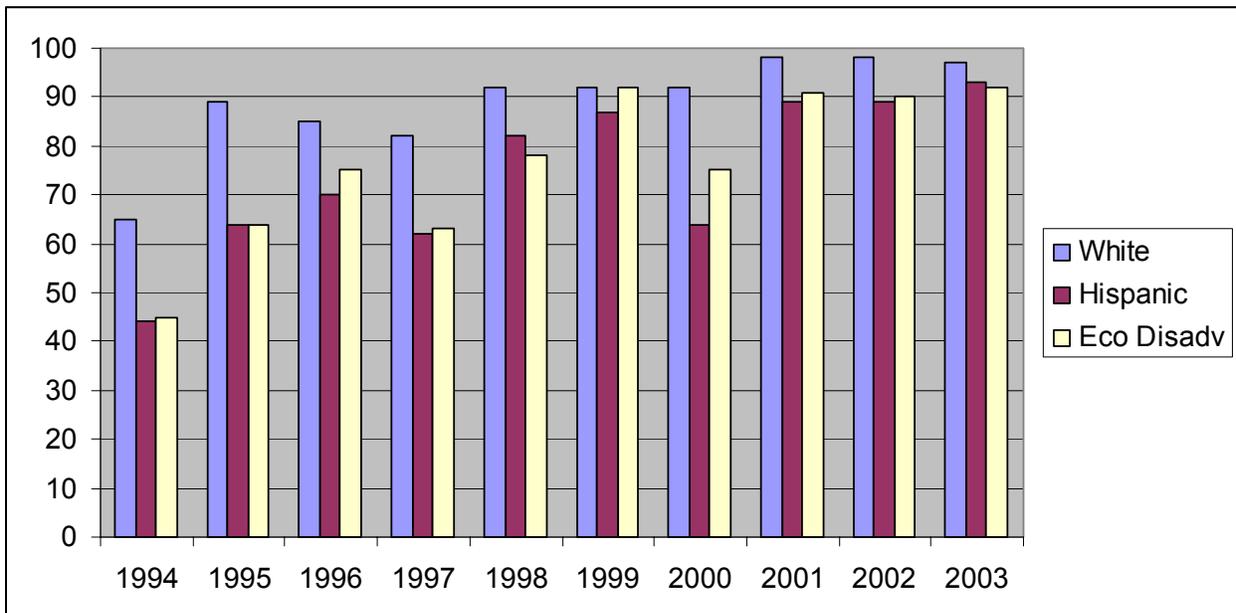
Advanced – considered to be Academically Recognized or Commended by state standards. (Approximately 95% correct and mastering all objectives)

Table 1A – Reading: Third Grade
Growth of Subgroups - Percentage Mastering Minimum Expectations
James L. Wright Elementary – 1994 to 2003



Note: More rigorous TEKS standards were gradually introduced in TAAS/TAKS testing from 2000 to 2003.

Table 1B – Mathematics: Third Grade
Growth of Subgroups – Percentage Mastering Minimum Expectations
James L. Wright Elementary – 1994 to 2003



Note: More rigorous TEKS standards were gradually introduced in TAAS/TAKS testing from 2000 to 2003.

Table 2A – Reading: Third Grade
Growth of Subgroups - Percentage Mastering Minimum Expectations
James L. Wright Elementary Compared to State of Texas Scores
2001 to 2003

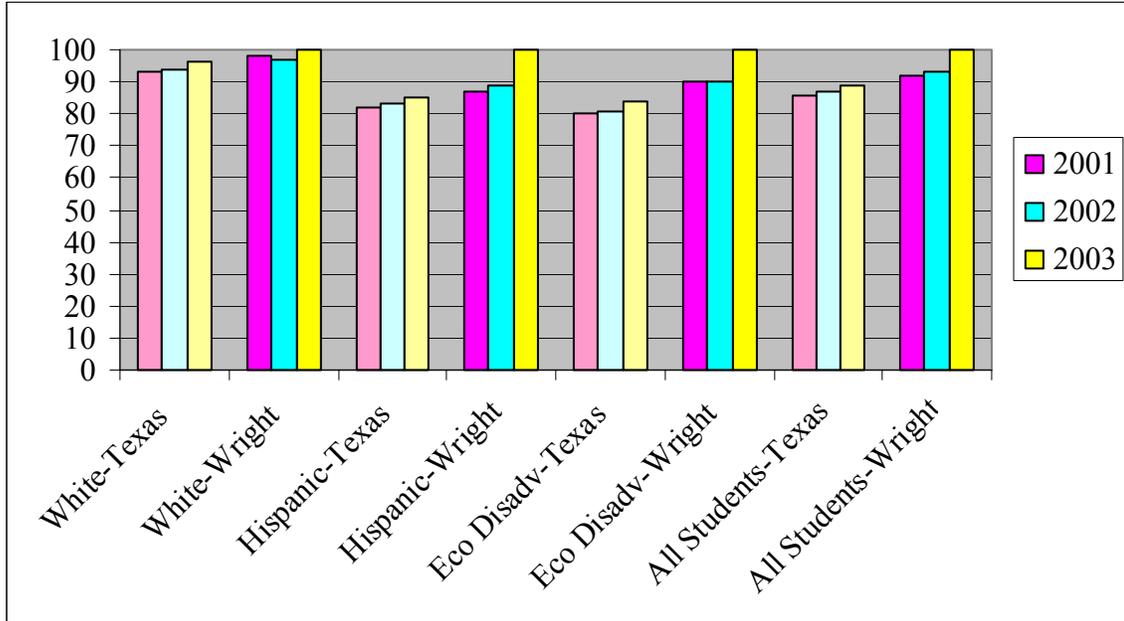
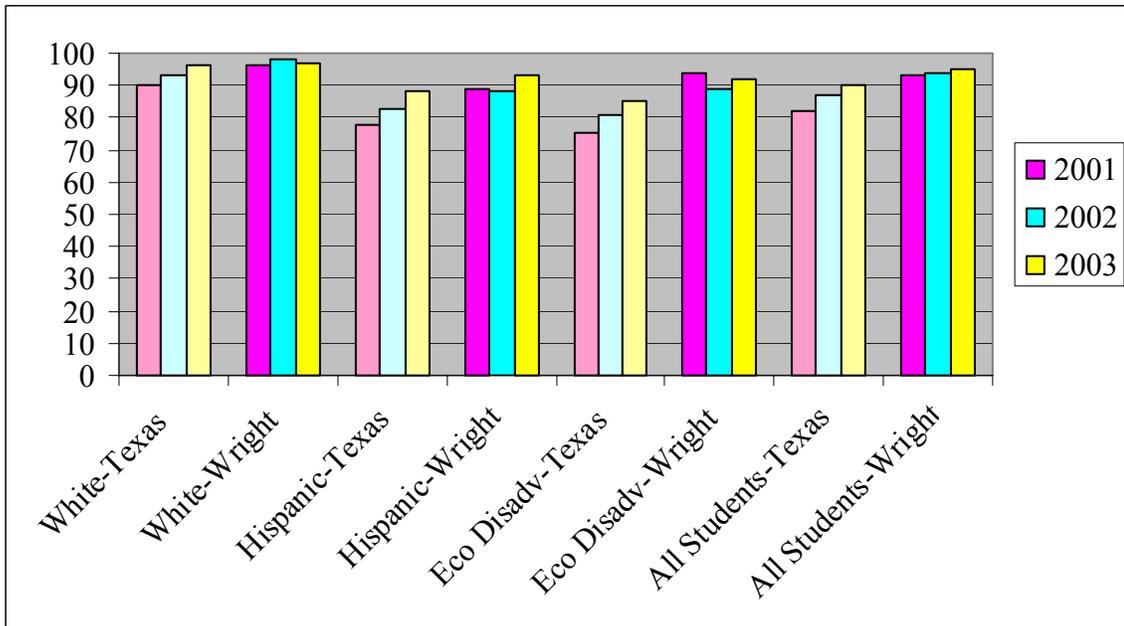


Table 2 B – Mathematics: Third Grade
Growth of Subgroups – Percentage Mastering Minimum Expectations
James L. Wright Elementary Compared to State of Texas Scores
2001 to 2003



**Table 3A - Reading: Third Grade
Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April (unless otherwise indicated)	TAKS	TAAS	TAAS	TAAS	TAAS
JAMES L. WRIGHT ELEMENTARY SCORES	(March + April)				
% At or Above Basic	100%	93%	92%	87%	93%
% At Advanced (Commended)	18%	29%	21%	35%	29%
Average Scaled Score or Texas Learner Index	2255	84	85	83	85
Number of students tested	116	107	116	136	147
Percent of total students tested	84%	94%	82%	86%	90%
Number of students excluded	22	7	26	22	17
Percent of students excluded	16%	6%	18%	14%	10%
SUBGROUP SCORES	(March + April)				
1. Hispanic – (Includes LEP, Migrant)					
% At or Above Basic	100%	89%	87%	74%	84%
% At Advanced (Commended)	4%	19%	10%	22%	20%
Average Scaled Score or Texas Learner Index	2197	80	82	76	82
Number of students tested	52	47	62	54	64
2. White					
% At or Above Basic	100%	97%	98%	95%	99%
% At Advanced (Commended)	31%	38%	35%	46%	40%
Average Scaled Score or Texas Learner Index	2304	88	89	87	88
Number of students tested	62	58	52	79	83
3. Economically Disadvantaged					
% At or Above Basic	100%	90%	90%	79%	88%
% At Advanced (Commended)	10%	20%	8%	27%	9%
Average Scaled Score or Texas Learner Index	2225	82	84	79	83
Number of students tested	70	61	73	70	72
STATE SCORES -% at or Above Basic	(March only*)				
All Students	89%	87%	86%	87%	88%
Average Scaled Score or Texas Learner Index	2255	83	83	83	84
Hispanic	85%	83%	82%	83%	84%
Average Scaled Score or Texas Learner Index	2205	81	80	80	81
White	96%	94%	93%	93%	93%
Average Scaled Score or Texas Learner Index	2322	87	86	86	87
Economically Disadvantaged	84%	81%	80%	81%	81%
Average Scaled Score or Texas Learner Index	2212	80	79	79	80

*3rd grade students were given 3 opportunities to meet minimum expectations on the TAKS reading test. All eligible students tested at James L. Wright met minimum expectations by the second reading test administration. (State results are not summed for test administrations subsequent to the March test.)

Basic – Meets passing standard for that test and test date.

Advanced (Commended) – Scored at an academically advanced level as determined for that test. (Approximately 95% correct and mastering all objectives)

Table 3B - Mathematics: Third Grade
Test Scores – State Criterion Referenced Test – 1999-2002 TAAS, 2003 TAKS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - April	TAKS	TAAS	TAAS	TAAS	TAAS
JAMES L. WRIGHT ELEMENTARY SCORES					
% At or Above Basic	95%	94%	93%	83%	91%
% At Advanced (Commended)	18%	11%	15%	13%	27%
Average Scaled Score or Texas Learner Index	2231	84	84	78	82
Number of students tested	121	109	120	143	149
Percent of total students tested	88%	96%	85%	86%	91%
Number of students excluded	17	5	22	15	15
Percent of students excluded	12%	4%	15%	14%	9%
SUBGROUP SCORES					
1. Hispanic – (Includes LEP, Migrant)					
% At or Above Basic	93%	88%	89%	66%	88%
% At Advanced (Commended)	14%	6%	8%	13%	17%
Average Scaled Score or Texas Learner Index	2200	81	81	73	80
Number of students tested	56	48	65	56	65
2. White					
% At or Above Basic	97%	98%	96%	93%	93%
% At Advanced (Commended)	21%	15%	26%	14%	35%
Average Scaled Score or Texas Learner Index	2255	86	86	82	83
Number of students tested	63	59	53	84	84
3. Economically Disadvantaged					
% At or Above Basic	92%	89%	94%	77%	92%
% At Advanced (Commended)	15%	6%	6%	11%	14%
Average Scaled Score or Texas Learner Index	2211	82	84	76	80
Number of students tested	75	63	77	74	74
STATE SCORES - % at or Above Basic					
All Students	90%	87%	82%	80%	82%
Average Scaled Score or Texas Learner Index	2212	81	80	78	78
Hispanic	88%	83%	78%	75%	79%
Average Scaled Score or Texas Learner Index	2171	80	78	76	76
White	96%	93%	90%	88%	90%
Average Scaled Score or Texas Learner Index	2273	84	83	82	81
Economically Disadvantaged	85%	81%	75%	72%	75%
Average Scaled Score or Texas Learner Index	2160	79	77	75	75

Basic – Meets passing standard for that test and test date.

Advanced (Commended) – Scored at an academically advanced level as determined for each test.
 (Approximately 95% correct and mastering all objectives)