

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

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

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

School Mailing Address 4275 Hwy 214
(If address is P.O. Box, also include street address)

Hereford TX 79045 -7705
City State Zip Code+4 (9 digits total)

Tel. (806)289-5222 Fax (806)289-5224

Website/URL: http://penick.tea.state.tx.us/schooldistrictlocator/ISD/walcott.asp?page=1
E-mail: darla.bryant@region16.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 _____

Name of Superintendent* Dr. Bill Mc Laughlin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Walcott ISD Tel. (806)289-5222

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. John Perrin
(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.

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: 1 Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other (Briefly explain)
- 1 TOTAL

2. District Per Pupil Expenditure: \$4466.00
 Average State Per Pupil Expenditure: \$5030.00

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. 3 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
K	10	7	17	7			
1	11	10	21	8			
2	11	12	23	9			
3	10	14	24	10			
4	8	10	18	11			
5	8	14	22	12			
6	5	11	16	Pre K	11	7	18
TOTAL STUDENTS IN THE APPLYING SCHOOL →							159

6. Racial/ethnic composition of the students in the school: 48.4 % White
.6 % Black or African American
49.7 % Hispanic or Latino
1.3 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 12.5 %
 (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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	159
(5)	Subtotal in row (3) divided by total in row (4)	0.125
(6)	Amount in row (5) multiplied by 100	12.5

8. Limited English Proficient students in the school: 6.3 %
10 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 57.3 %
91 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: 9.4 %
15 Total Number of Students Served

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

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	___ 7 Specific Learning Disability
___ Hearing Impairment	___ 8 Speech or Language Impairment
___ Mental Retardation	___ Traumatic Brain Injury
___ Multiple Disabilities	___ 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)	___ 1 ___	___ 1 ___
Classroom teachers	___ 7 ___	___ 1 ___
Special resource teachers/specialists	___ 1 ___	_____
Paraprofessionals	_____	___ 1 ___
Support staff	___ 3 ___	___ 1 ___
Total number	___ 12 ___	___ 4 ___

12. Average school student-“classroom teacher” ratio: 19.9

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	97.0	97.4	96.6	97.2	97.6
Daily teacher attendance	99.2	98.7	98.7	99.2	98.0
Teacher turnover rate	0%	12%	0%	12%	0%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

Walcott Elementary is an independent school district located in Deaf Smith County. Walcott is located thirty- five miles west of Hereford, Texas. There is no town where Walcott is located. Dry land farmland and lots of ranches surround our school district. We are an unusual school district because every one of our students is bussed into our school. Some students travel as little as ten miles to school, while others travel as far as forty five miles.

Walcott ISD has a tradition of academic excellence with our district performing at the Exemplary level for many years. The mission statement for Walcott is as follows: Every child belongs at Walcott and every child shall have the opportunity to demonstrate his or her learning, skills, and talents. Walcott provides a varied and appropriate curriculum aligned with the Texas Essential Knowledge and Skills (TEKS). We encourage parent involvement in the educational process. Walcott assumes accountability for students, parents and all school personnel. Working together our students become life long learners, enhancing the quality of their lives.

The faculty at Walcott Elementary is the contributing factor to the success of our students. Our nine teachers are committed to student achievement and their own advancements in education. All our teachers are English as a Second Language (ESL) and Gift and Talented (GT) certified. We also have two teachers who hold Masters degrees and one in the process. Our teachers have high expectations for each and every student. Walcott teachers make sure that each student has the opportunity to succeed. Our teachers are not satisfied if our students are not performing at the appropriate grade level. Walcott teachers go above and beyond to help their students reach their academic potential. Our teachers work to disaggregate test data and identify students based on state reports. By analyzing the Texas Learning Index (TLI) scores and early predictors' scores such as the Texas Primary Reading Inventory (TPRI), our teachers have information to develop individualized plans for instruction in the classroom as well as information to help parents with assistance at home. Our school mission is to provide every opportunity for students to succeed. If our teachers see a student showing regression or non-mastery, then they work to provide every opportunity for that student to get back on track and to once again be successful. Walcott teachers are available each morning from 8:00 to 8:20 for tutorials. Any student who is having difficulty may visit the teacher and receive extra assistance.

Walcott also offers a summer school program for six weeks. Students in third through sixth grade who do not pass the Texas Assessment of Knowledge and Skills (TAKS) test are required to attend. Teachers from Pre-Kindergarten through sixth grade may also recommend any student who they feel needs extra assistance. It is Walcott's hope that this extra time and assistance will help students improve weaknesses and have students better prepared for the coming school year.

We at Walcott believe that "No Child Should Be Left Behind" and we work diligently to promote this philosophy.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. *Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.*

The Texas Assessment of Knowledge and Skills (TAKS) is a completely reconceived testing program. It includes more of the Texas Essential Knowledge and Skills (TEKS) than the Texas Assessment of Academic Skills (TAAS) did and attempts to ask questions in more authentic ways. TAKS has been developed to better reflect good instructional practice and more accurately measure student learning. The development of the TAKS program has included extensive public scrutiny and input from Texas teachers, administrators, parents, members of the business community, professional education organizations, faculty and staff at Texas colleges and universities, and national content-area experts. The agency has taken steps to involve as many stakeholders as possible in the development of TAKS because it is a responsibility that must be shared if this new assessment is to be an equitable and accurate measure of learning for all Texas public school students. The TAKS measures academic skills in reading and mathematics at Grades 3 through 8 and at the exit level, writing at Grades 4 and 7, and at exit level, science at Grades 5, 10 and 11. In addition, Spanish-version TAKS tests are administered in reading, mathematics, and writing to eligible Limited English Proficient students as determined by their LPAC committees. The State Board of Education adopted the Texas Essential Knowledge and Skills (TEKS), as Texas's new statewide curriculum. The TAKS test has been designed to be a demanding measure of student progress in learning the TEKS and will be aligned with the new federal requirements of No Child Left Behind legislation.

The State-Developed Alternative Assessment (SDAA) is an assessment developed by the Texas Education Agency to evaluate the academic progress of students receiving special education services. This test is given to students enrolled in grades 3 through 8 who are receiving instruction in Texas Essential Knowledge and Skills (TEKS) in a subject area tested by the Texas Assessment of Knowledge and Skills (TAKS), but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. SDAA includes the instructional levels of Kindergarten through grade 8 and is based on the Texas Essential Knowledge and Skills (TEKS) curriculum. Students enrolled in grades 3 through 8 are assessed in reading and mathematics at their appropriate instructional levels. In addition, students enrolled in grades 4 and 7 are assessed in writing at their appropriate instructional level. The Individuals with Disabilities Education Act of 1997 (IDEA '97) called for the inclusion of students with disabilities in statewide assessment and accountability systems. The 75th Texas Legislature enacted a law that required the development and administration of the State-Developed Alternative Assessment (SDAA). This law specifies who is eligible for the assessment and how assessments are selected for each student.

Walcott students in grades 3 through 6 and who receive special education services are considered for exemption from the Texas Assessment of Knowledge and Skills (TAKS) test. The ARD committee determines which assessment each student takes for each subject. The committee at Walcott addresses current Texas Essential Knowledge and Skills (TEKS) instruction level, current IEP goals and objectives, academic and /or behavioral modifications used regularly, and any other relevant information. Using this information the ARD committee for Walcott will choose an appropriate assessment for each subject.

Walcott Elementary School's commitment to success of every child is evidenced in our academic performance over the past years. Walcott sets high expectations for students, staff and parents and works

hard to maintain an exemplary status.

2. *Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.*

Student performance data and student progress reports are distributed to parents each six-weeks. As mandated by the state of Texas, the elementary distributes assessment results, and a school report card pertaining to student assessment data to all parents and members of the community. Walcott Elementary uses a variety of assessment samples to understand and improve student and school performance. Data from the Texas Assessment of Knowledge and Skills (TAKS) test are reviewed to determine areas in reading, math, writing, and science that need to be improved upon in the next school year. All kindergarten, first, and second grade students are tested with the Texas Primary Reading Inventory (TPRI) two times a year. This assessment provides feedback on students' phonemic awareness, graph phonemic awareness, and blending skills of each student. The Iowa Test of basic Skills is also given in grade kindergarten through third grade and is used as another resource to help teachers identify students' needs. Walcott has a resource teacher who works with the classroom teacher to set goals and develop an educational plan for students who show weakness in two of the three areas. The resource teacher provides twenty to thirty minute sessions of small group and individual instruction. The resource teacher is also available for inclusion with the teacher and her class whenever possible. Walcott works hard at using the data to determine areas where students need extra instruction. We want every student to be successful and try to use all resources the state of Texas provides as well as outside resources to evaluate ourselves.

3. *Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.*

Walcott Elementary communicates student performance to parents, students, and the community in several ways. We send out progress reports every three weeks as needed. We report grades every six weeks and at this time we identify weaknesses the students may be having in any of their subjects. We use the Standardized Test for Assessment of Reading (STAR) test and its reports to help us identify reading levels. STAR is a computerized test, which can be given up to six times during a school year. It identifies student's reading level and then helps the teacher see if the student is making progress or showing regression. With the results from this test teachers can make adjustments to the student's educational plan. The STAR test is also a helpful tool when setting goals for students who are using Accelerated Reader. Teachers can set book levels for students using the data from the STAR test.

Walcott also uses Accelerated Math and can produce reports every six weeks showing student progress. All these reports are sent home with students in their report card. Each time students score a paper they receive a TOPS report, which stands for, The Opportunity to Praise a Child. Parents receive these reports on a daily basis both in reading and math. These reports inform parents on what skills their child is working on as well as their percent correct and mastery level.

As mandated by the state, the school report card is sent out to parents and the community each year. Pre-kindergarten and kindergarten teachers schedule parent/teacher conferences twice a year and go over their expectations and concerns with parents. All teachers are available for conferences with parents anytime throughout the school year.

4. *Describe in one-half page how the school will share its successes with other schools.*

Walcott Elementary is willing to communicate instructional strategies and ideas that have been beneficial to our school district to anyone who would like to learn. Our staff is open for classroom observation by teachers and administrators from other school districts. Our doors are always open to those who would like to observe our successful teachers.

Walcott is lucky to have a supportive service center (Region 16 Educational Service Center) that has helped tremendously to improve our school district. They have provided Walcott with outstanding workshops and a supportive staff. We have also been fortunate enough to work with West Texas A & M University in Canyon (WTAMU). The Speech Department and Dr. Diana James from West Texas A & M University in Canyon (WTAMU) has used our school as a working classroom for the Master degree students. We are also honored to have had student teachers do their student teaching with our school district. Walcott Elementary has also participated in the PACE program which West Texas A & M University (WTAMU) is also responsible for creating. The Panhandle Alternative Certification for Educators (PACE) program is an alternative teacher certification program. Its purpose is to prepare highly qualified individuals to serve as public school teachers in Texas. PACE is a collaborative teacher education program involving West Texas A & M University in Canyon (WTAMU), the Region 16 Education Service Center, and the public school districts in the 26 counties of the Texas Panhandle. The PACE program is designed for persons who have completed a baccalaureate degree and who have a record of work and life experience appropriate to enhancement of the teaching and learning processes in the public school classroom. Certification is earned through a combination of intensive summer session course work coupled with yearlong, supervised internship as teacher-of-record in a public or recognized private school. The teacher is jointly supervised by West Texas A&M University and the participating school district. Walcott currently has two Highly Qualified teachers who are products of this outstanding program.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school's curriculum. Outline in several sentences the core area and show how all students are engaged with significant content based on high standards.*

Walcott Elementary is dedicated to producing successful Pre- Kindergarten through sixth grade students. We believe strongly that reading is the core to a successful student. Walcott teachers focus on the needs of each individual student when they determine reading instruction. Teachers base their instruction on the Texas Essential Knowledge and Skills (TEKS). The TEKS are composed of critical grade level specific objectives in each content area. Walcott teachers evaluate their students success based on scores on the Texas Assessment of Knowledge and Skills (TAKS) test, the Texas Primary Reading Inventory (TPRI), the Iowa Test of Basic Skills and many other resources available at our school districts. After disaggregating the data, we make decisions on what will work best for our students.

During the transition from TAKS to TAAS, Texas uses the standard error of measurement (SEM) to phase in the panel's recommended passing standards over three years. For 2003, the standard is set at two SEM below panel recommendation. For 2004, for grades 3 through 10, the passing standard will be one SEM below panel recommendation and the passing standards would be fully implemented in 2005 (for grades 3 through 10). In general, this phase in means that in the first year, students need to correctly answer three to six fewer questions than when the test is fully implemented. For example, in 2003 third-grade students were required to correctly answer 20 of 36 questions on the English reading exam to meet the passing standards. In 2004, students must correctly answer 22 out of 36 questions on that exam. In 2005 when the plan is fully implemented, the students will be required to correctly answer 24 of 36 questions correctly. Walcott sets our goal at 90-100% passing rate for all students taking the Texas Assessment of Knowledge and Skills (TAKS) test or State-Developed Alternative Assessment (SDAA).

The three R's are the backbone of our curriculum. Reading, Writing, and Arithmetic are essential to our mission that every child belongs at Walcott and every child shall have the opportunity to demonstrate his or her learning, skills, and talents. If our students have a strong background in reading, then writing and math fall into place. Our fourth grade writing teacher sets high expectations for her students each year and the students have risen to the challenge. Walcott students have fallen into the 90-100% passing range on either the TAKS or TAAS writing for several years. Math and reading teachers are just as successful. A team effort adds up to a very successful student body!

In addition to aligning our curriculum with the TEKS, we offer our students the opportunity to participate in extracurricular activities. Walcott Elementary produces a school wide musical twice a year. Students are allowed the chance to continue learning but yet have lots of fun, too. Every student appears on the stage at least once and many have large speaking parts and solos. We feel that this opportunity to perform in front of large groups helps our students to be more outgoing, more responsible, and more successful public speakers. Our dedicated teachers and support staff work extremely hard to make these programs a huge success. They make props, design costumes, and choreograph numerous dance routines. The students help with all of the production process so they learn to take a sense of pride in their school and the entire student body.

At Walcott students also participate in the Renaissance Learning, Accelerated Reading program. Students are motivated to read and accumulate points that are used at the end of the school year in the Scholastic Book Fair. This incentive has been motivational for Walcott students for many years. Our staff hopes that this incentive will help students develop a life, long love for reading.

Students from Walcott Elementary also compete in the University Interscholastic League (UIL) competition each year. Students have the opportunity to compete with other school districts that have about the same demographics as our district. Our students and staff devote many hours preparing for this

academic meet. Our students participate in numerous math competitions, public speaking events, written expression, language arts skills, and social studies activities. Their devotion and hard work is rewarded with medals and ribbons.

2. **(Elementary Schools)** *Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.*

Walcott Elementary School is a strong believer in our teachers. Walcott feels that our teachers are working diligently to find what works best for each student. Our reading curriculum is based on the Texas Essential Knowledge and Skills (TEKS). Teachers at Walcott teach the TEKS through lessons that they design to meet each of their students' needs. Our teachers are given the freedom to design their own reading program in a manner that will meet students' needs. Teachers use a variety of resources that are provided by the state or by Walcott school district. Currently, Walcott uses state-adopted textbooks. In grade kindergarten through fifth teachers use the Collections: A Harcourt Reading Program. Sixth grade uses Glencoe Literature: The Reader's Choice.

In Pre-Kindergarten through third grade, students are taught with a variety of concrete manipulative as well as visual and auditory aids to assist in letter recognition and phonemic sound of letters and combinations. Johnny Can Spell is a new program teachers have introduced this year in grades Kindergarten through third and in Pre-Kindergarten we have the newly state adopted Leap Frog program.

Teachers at Walcott want students to know the joy of reading. Our teachers encourage students to read all the time. Since our students have long bus rides, we try to teach students that their time can be used beneficially by reading on their trip home. Walcott is a strong believer in the Renaissance Learning program, Accelerated Reader. The staff tries to keep up with the most current literature that will instill the love of reading in all our students. Teachers set goals and have contests for students to read as much as possible. Students get to use their Accelerated Reader points at the end of the school year in our Scholastic Book Fair. The staff at Walcott want our students leaving our school loving to read. Walcott staff encourages this by being a good example. Teachers often read books and discuss their own reading with students.

3. *Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.*

Math is an area Walcott takes very seriously. Walcott is a strong believer in the Renaissance Learning programs and therefore we use Accelerated Math. This program can easily be aligned with the Texas Essential Knowledge and Skills (TEKS) which is the foundation for our Mathematics program. Walcott teachers have the freedom to teach in a manner that meets the needs of their students. Walcott is in their third year of using the Accelerated Math program and we have students who have moved up a grade level by mid-term for the last two years. We currently have a fourth grade student who we feel will be on the eighth grade level in math when she is in the sixth grade.

We encourage our students to use a variety of strategies to solve problems. Story problems and higher level thinking skills are blended throughout the students' lessons. Accelerated Math is a computer generated math program so not only are students getting math but they are also learning computer skills as well.

With the Accelerated Math program students are given multiple choice questions, which is the same format as the Texas Assessment of Knowledge and Skills (TAKS) test. Students must place their answers on a scan card which is training our students at an early age how to bubble in letters just as they will on the Texas Assessment of Knowledge and Skills (TAKS) test and other standardized tests. Walcott students begin using the Accelerated Math program in the first grade. Teachers can customize the program to fit the needs of all students. Students can be placed on grade level, below grade level, and above grade level. With this flexibility, teachers can meet the needs of general education students, special education students, and the gifted and talented students.

4. *Describe in one-half page the different instructional methods the school uses to improve student learning.*

Walcott Elementary School attributes our success to early identification and intervention. Teachers administer the Texas Primary Reading Inventory (TPRI) tests twice a year. The teachers also administer the Iowa Test of Basic Skills test. With the data from these two tests, teachers in kindergarten through second grade are able to identify students' needs. Students who fail two of the three parts of the TPRI are identified as at risk and are given extra assistance from our resource teacher. Students attend twenty to thirty minute sessions of small group assistance or individual one-on-one time with the resource teacher. Students still receive their daily reading and language arts lessons with their class each day as well.

Walcott teachers use a hands on center based language arts instructional approach. This approach allows teachers to use a variety of teaching methods to meet the needs of all students. Teachers have available to them Johnny Can Spell, Sing, Spell, Read, and Write, SRA program, as well as state adopted textbooks. Walcott also has computer programs in the rooms such as; Type to Learn, Accelerated Reader, and A Perfect Copy. All of these programs are great resources to help teachers better prepare students for the challenges of reading and writing.

Walcott offers a summer school program for six weeks for students who are at risk of failing. This past summer we were honored to participate in a teacher exchange program through Region 16 Educational Service Center. We were fortunate to have a teacher from Mexico come to our school and teach side by side with our own summer school teacher. This program was beneficial for all who participated.

5. *Describe in one-half page the school's professional development program and its impact on improving student achievement.*

Professional development at Walcott Elementary is centered on student needs. Walcott teachers are eager to attend a variety of professional development workshops. Teachers attend workshops to improve their own teaching practices that will help with student success. Most of our teachers have participated in the weeklong reading and math academies implemented by the state of Texas. Our teachers attend workshops each year to keep their Gifted and Talented (GT) certification current. Walcott teachers also attend workshops that will improve their understanding of the needs of English as Second Language (ESL) students. All Walcott teachers are ESL and GT certified.

Walcott is looking forward to becoming an interactive video conferencing center soon through Region 16 Educational Service Center. We are excited about the staff development workshops that will be readily available to our teachers, students, and parents.

We have also been fortunate enough to work with West Texas A & M University in Canyon (WTAMU). The Speech Department and Dr. Diana James from West Texas A & M University in Canyon (WTAMU) has used our school as a working classroom for the Master degree students. We are also honored to have had student teachers do their student teaching with our school district. Walcott Elementary has also participated in the PACE program which West Texas A & M University (WTAMU) is also responsible for creating. The Panhandle Alternative Certification for Educators (PACE) program is an alternative teacher certification program. Walcott currently has two Highly Qualified teachers who are products of this outstanding program.

We at Walcott strive to make sure every student, teacher, and parent is successful. Our goal is for "No Child to be Left Behind." Therefore, our teachers work for continued excellence in their own professional education daily.

PART VII – ASSESSMENT RESULTS

Assessment Data for State Criterion-Referenced Tests

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3rd -6th

Test Texas Assessment of Knowledge and Skills (TAKS) in Reading, Math, Writing, and Science

Edition/publication year rewritten annually

Publisher Texas Board of Education

What groups were excluded from testing? Special Education Students or Limited English Proficient
Why and how were they assessed? ARD Exempt – State Developed Alternative Assessment (SDAA)
ESL – RPTE and local assessment

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentile X

TAKS Participation: Every student enrolled in a Texas public school in grades 3-11 must be given the opportunity to take the TAKS (Texas Assessment of Academic Skills) or the SDAA (State-Developed Alternative Assessment). Although it is the intention to test every student in these grades, there are circumstances under which some students are not tested. Additionally, the performance of some tested students is not reported.

The percentages are based as much as possible on the total number of students enrolled at the time of testing. Districts are required to submit a TAKS or SDAA answer document for every student enrolled in grades 3 through 11. Students who take subject tests from different assessments (for example TAKS mathematics and SDAA reading) will have multiple answer documents. The methodology used to create TAKS Participation eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents.

3rd Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100%	100%	93.3%	90%	85.7%
At or Above Proficient	100%	100%	93.3%	90%	85.7%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	23	16	17	22	15
Percent of total students tested	96%	94%	94%	100%	100%
Number of students excluded	1	1	1	0	0
Percent of students excluded	4%	6%	6%	0%	0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100%	100%	88.9%	90%	100%
At or Above Proficient	100%	100%	88.9%	90%	100%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100%	100%	100%	88.9%	75%
At or Above Proficient	100%	100%	100%	88.9%	75%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	100%	NA	NA	NA	NA
At or Above Proficient	100%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100%	100%	100%	81.8%	87.5%
At or Above Proficient	100%	100%	100%	81.8%	87.5%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	89.6%	88%	86.8%	87.0%	88%
At or Above Proficient					
State Mean Score	89.6%	88%	86.8%	87.9%	88%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

3RD Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100.0%	100.0%	73.3%	90.0%	85.7%
At or Above Proficient	100.0%	100.0%	73.3%	90.0%	85.7%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	23	16	17	22	15
Percent of total students tested	83.0%	94.0%	94.0%	100.0%	100.0%
Number of students excluded	4	1	1	0	0
Percent of students excluded	*17.0%	6.0%	6.0%	0.0%	0.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	77.8%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	77.8%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	100.0%	66.7%	77.8%	75.0%
At or Above Proficient	100.0%	100.0%	66.7%	77.8%	75.0%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	100.0%	NA	NA	NA	NA
At or Above Proficient	100.0%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	100.0%	77.8%	81.8%	87.5%
At or Above Proficient	100.0%	100.0%	77.8%	81.8%	87.5%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	90.8%	87.4%	83.1%	80.6%	83.1%
At or Above Proficient					
State Mean Score	90.8%	87.4%	83.1%	80.6%	83.1%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

* See Part IV – Indicators of Academic Success

4th Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100.0%	100.0%	100.0%	100.0%	64.7%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	64.7%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	16	19	18	18	22
Percent of total students tested	87.5%	89.5%	94.0%	95.0%	100.0%
Number of students excluded	2	2	1	1	0
Percent of students excluded	12.5%	10.5%	6.0%	5.0%	0.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	77.8%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	77.8%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	50.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	50.0%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	NA	NA	100.0%	NA	NA
At or Above Proficient	NA	NA	100.0%	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	54.5%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	54.5%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	85.9%	92.5%	90.8%	89.9%	88.8%
At or Above Proficient					
State Mean Score	85.9%	92.5%	90.8%	89.9%	88.8%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

4th Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100.0%	100.0%	100.0%	100.0%	72.2%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	72.2%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	16	19	18	18	22
Percent of total students tested	87.5%	89.5%	94.0%	95.0%	100.0%
Number of students excluded	2	2	1	1	0
Percent of students excluded	12.5%	10.5%	6.0%	5.0%	0.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	44.4%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	44.4%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	NA	NA	100.0%	NA	NA
At or Above Proficient	NA	NA	100.0%	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	58.3%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	58.3%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	88.0%	94.1%	91.3%	87.1%	87.6%
At or Above Proficient					
State Mean Score	88.0%	94.1%	91.3%	87.1%	87.6%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

4th Writing

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	93.3%	100.0%	100.0%	100.0%	58.8%
At or Above Proficient	93.3%	100.0%	100.0%	100.0%	58.8%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	16	19	18	18	22
Percent of total students tested	94.0%	89.5%	94.0%	95.0%	100.0%
Number of students excluded	1	2	1	1	0
Percent of students excluded	6.0%	10.5%	6.0%	5.0%	0.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	77.8%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	77.8%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	87.5%	100.0%	100.0%	100.0%	37.5%
At or Above Proficient	87.5%	100.0%	100.0%	100.0%	37.5%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	NA	NA	100.0%	NA	NA
At or Above Proficient	NA	NA	100.0%	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	90.9%	100.0%	100.0%	100.0%	54.5%
At or Above Proficient	90.9%	100.0%	100.0%	100.0%	54.5%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	86.8%	89.8%	89.2%	90.3%	88.4%
At or Above Proficient					
State Mean Score	86.8%	89.8%	89.2%	90.3%	88.4%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

5th Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100.0%	100.0%	100.0%	92.3%	87.5%
At or Above Proficient	100.0%	100.0%	100.0%	92.3%	87.5%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	20	16	20	18	18
Percent of total students tested	90.0%	100.0%	95.0%	100.0%	94.0%
Number of students excluded	2	0	1	0	1
Percent of students excluded	10.0%	0.0%	5.0%	0.0%	6.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	100.0%	87.5%	90.9%
At or Above Proficient	100.0%	100.0%	100.0%	87.5%	90.9%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	80.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	80.0%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	NA	100.0%	NA	NA	NA
At or Above Proficient	NA	100.0%	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	100.0%	100.0%	85.7%	100.0%
At or Above Proficient	100.0%	100.0%	100.0%	85.7%	100.0%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	80.0%	92.7%	90.2%	87.8%	86.4%
At or Above Proficient					
State Mean Score	80.0%	92.7%	90.2%	87.8%	86.4%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

5th Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100.0%	93.3%	100.0%	100.0%	94.4%
At or Above Proficient	100.0%	93.3%	100.0%	100.0%	94.4%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	20	16	20	18	18
Percent of total students tested	90.0%	100.0%	95.0%	100.0%	94.0%
Number of students excluded	2	0	1	0	1
Percent of students excluded	10.0%	0.0%	5.0%	0.0%	6.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	85.7%	100.0%	100.0%	85.7%
At or Above Proficient	100.0%	85.7%	100.0%	100.0%	85.7%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	NA	100.0%	NA	NA	NA
At or Above Proficient	NA	100.0%	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	85.7%	100.0%	100.0%	88.9%
At or Above Proficient	100.0%	85.7%	100.0%	100.0%	88.9%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	86.3%	96.2%	94.6%	92.1%	90.1%
At or Above Proficient					
State Mean Score	86.3%	96.2%	94.6%	92.1%	90.1%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

5th Science

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April				
TOTALS	TAKS				
At or Above Basics	100.0%	NA	NA	NA	NA
At or Above Proficient	100.0%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
Number of students tested	20	NA	NA	NA	NA
Percent of total students tested	90.0%	NA	NA	NA	NA
Number of students excluded	2	NA	NA	NA	NA
Percent of students excluded	10.0%	NA	NA	NA	NA
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	NA	NA	NA	NA
At or Above Proficient	100.0%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	NA	NA	NA	NA
At or Above Proficient	100.0%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	NA	NA	NA	NA
At or Above Proficient	100.0%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	74.5%	NA	NA	NA	NA
At or Above Proficient					
State Mean Score	74.5%	NA	NA	NA	NA

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

6th Reading

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100.0%	100.0%	81.8%	100.0%	93.8%
At or Above Proficient	100.0%	100.0%	81.8%	100.0%	93.8%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	14	18	15	19	18
Percent of total students tested	100.0%	100.0%	87.0%	100.0%	94.0%
Number of students excluded	0	0	2	0	1
Percent of students excluded	0.0%	0.0%	13.0%	0.0%	6.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	83.3%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	83.3%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	100.0%	80.0%	100.0%	87.5%
At or Above Proficient	100.0%	100.0%	80.0%	100.0%	87.5%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	100.0%	NA	NA	NA	NA
At or Above Proficient	100.0%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	100.0%	71.4%	100.0%	87.5%
At or Above Proficient	100.0%	100.0%	71.4%	100.0%	87.5%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	86.2%	88.2%	85.6%	86.0%	84.9%
At or Above Proficient					
State Mean Score	86.2%	88.2%	85.6%	86.0%	84.9%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA

6th Math

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
TOTALS	TAKS	TAAS	TAAS	TAAS	TAAS
At or Above Basics	100.0%	100.0%	100.0%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	14	18	16	19	18
Percent of total students tested	100.0%	100.0%	94.0%	100.0%	94.0%
Number of students excluded	0	0	1	0	1
Percent of students excluded	0.0%	0.0%	6.0%	0.0%	6.0%
SUBGROUP SCORES					
1. White					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
2. Black					
At or Above Basics	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
3. Hispanic					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
5. Asian/Pacific					
At or Above Basics	100.0%	NA	NA	NA	NA
At or Above Proficient	100.0%	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
6. Economically Disadvantaged					
At or Above Basics	100.0%	100.0%	100.0%	100.0%	100.0%
At or Above Proficient	100.0%	100.0%	100.0%	100.0%	100.0%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basics					
State Mean Score	79.3%	93.8%	91.4%	88.5%	88.0%
At or Above Proficient					
State Mean Score	79.3%	93.8%	91.4%	88.5%	88.0%

At Advanced					
State Mean Score	NA	NA	NA	NA	NA