

REVISED 3/23/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Rosemary Schultz

Official School Name Sunrise Elementary School

School Mailing Address 5123 East 14th

Amarillo Texas 79104-3309
City State Zip Code+4 (9 digits total)

County Potter School Code Number* 188-901-130

Telephone (806) 371-5770 Fax (806) 371-5841

Website/URL www.amaisd/sunrise.org E-mail rosemary.schultz@amaisd.org

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. Rod Schroder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Amarillo ISD Tel. (806) 326-1015

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 Mrs. Janie Rivas
(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 _____

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

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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: 36 Elementary schools
 8 Middle schools
 0 Junior high schools
 4 High schools
 2 Other
- 50 TOTAL
2. District Per Pupil Expenditure: \$6,070.00
- Average State Per Pupil Expenditure: \$8,029.00

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. 7 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	26	21	47	7			
K	29	20	49	8			
1	33	35	68	9			
2	23	27	50	10			
3	24	21	45	11			
4	25	17	42	12			
5	19	22	41	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							342

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>24</u> | % White |
| <u>3</u> | % Black or African American |
| <u>71</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 26 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	48
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	46
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	94
(4)	Total number of students in the school as of October 1	354
(5)	Subtotal in row (3) divided by total in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26%

8. Limited English Proficient students in the school: 17 %
60 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 86 %

Total number students who qualify: 304

If this method does not produce an 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: 14 %
50 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 15</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 25</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> 1</u> Emotional Disturbance

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2</u>	<u> </u>
Classroom teachers	<u> 22</u>	<u> </u>
Special resource teachers/specialists	<u> 6</u>	<u> 2</u>
Paraprofessionals	<u> 6</u>	<u> </u>
Support staff	<u> 7</u>	<u> 1</u>
Total number	<u> 43</u>	<u> 3</u>

12. Average school student-“classroom teacher” ratio: 15:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96	95	95	96	95
Daily teacher attendance	96	94	96	95	96
Teacher turnover rate	7	12	7	7	12
Student dropout rate (middle/high)	N/A%	N/A %	N/A %	N/A %	N/A %
Student drop-off rate (high school)	N/A%	N/A %	N/A %	N/A %	N/A %

PART III – SUMMARY

Sunrise Elementary serves approximately 350 students in grades pre-kindergarten through fifth. Sunrise has a bilingual program for students in pre-kindergarten through third grades and a Preschool Program for Children with Disabilities (PPCD). The school is located in east Amarillo, in a neighborhood that is bordered by Memorial Park Cemetery to the east and includes two trailer parks. The majority of the students served are Hispanic and 86% of our children are identified as Economically Disadvantaged.

The Sunrise staff share common beliefs and a single unified mission. Observers at Sunrise see caring, competent adults who are committed to bright and happy children who are empowered to create their own legacy of success. The mission statement, which is envisioned to come true years after our Sunrise students proceed through high school, simply states: Each child will have the skills necessary to be successful at a college or university in the United States, whether that is Amarillo College, West Texas A & M University (WTAMU) or Harvard. The staff truly believe that they are instrumental in the accomplishment of that mission. We are passionate about our beliefs.

Every staff member accepts responsibility for the success of the students. They do not blame children or parents or one another for failure. They do gratefully acknowledge that our students are sent to school well rested and attended to. The staff recognize that many of our parents are single parents who hold minimum wage jobs. Many of them do not have washing machines and dryers nor the luxury of taking time off of their jobs to come to school. The staff appreciate the volunteer efforts of our parents to accept and accommodate our requests for homework, transportation for after-school tutoring, and summer school attendance. Parents also share our mission: Each child will have the skills necessary to be successful at a college or university in the United States.

Three underlying beliefs guide the staff in their daily practices. They include:

- Identifying and building upon student strengths
- Developing the ability to meet each child's individual academic and social/emotional needs
- Challenging students, but ensuring their success (Success breeds success!).

Sunrise students are provided with numerous opportunities to contribute to their own success. Intensive after-school tutoring, extra curricular activities (Kids Inc. Sports activities, Boy Scouts, Show Kids Choir, and Book Clubs) and our own "in house" summer school provide added support and assistance to students. Reading Recovery is offered in the first grade. One certified teacher serves as a Curriculum Support Teacher who provides support to classroom teachers and students at Sunrise. Additionally, four teachers/literacy specialists spend part of each day assisting students in first through third grades. Community volunteers, provided through five outstanding AmeriCorps high school students, assist with small group and individual reinforcement daily. These students are our link to Colin Powell's "America's Promise" volunteer program. The Achievement through Commitment to Education (ACE) Program provides a link to secondary schools and promotes and encourages school success and lifelong learning.

Sunrise is rated as an Exemplary school as measured by the Texas Education Agency (TEA) in the annual Academic Excellence Indicator System (AEIS). A large part of that success is due to the commitment of a school staff who work as a team to ensure student success, the parents who make sacrifices for their children, and the students who accept the "gifts" which are laid before them. The Sunrise community is passionate about their beliefs. Success breeds success!

PART IV – 1. SCHOOL ASSESSMENT RESULTS IN READING AND MATH

In Texas in the 2002-03 school year, the state-mandated testing system changed from the Texas Assessment of Academic Skills (TAAS) to the much more rigorous Texas Assessment of Knowledge and Skills (TAKS). Students in grades third through fifth are tested in reading and math. Additionally, fourth graders take a test to assess writing skills and fifth graders take a science assessment. The TAKS is a criterion referenced test directly linked to the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). The TEKS establish what every student, from elementary through high school should know and be able to do.

On the TAKS tests, there are two categories for student performance: Commended Performance and Met the Standard. For the “Commended Performance” category, students performed at a level that was considerably above the state passing standard. For a score in the “Met the Standard” category, students performed at a level that met or was somewhat above the state’s passing standard. The website address for the Texas assessments is <http://tea.state.us/>.

The attached data tables report the scores from TAAS and TAKS in reading and math for grades 3-5. Sunrise students have a long-standing history of high performance with these assessments. Our students are challenged in order to promote commended performance. All data table information was compiled from the Campus Academic Excellence Indicator System (AEIS) and state generated campus reports for TAAS and TAKS. The Texas Education Agency (TEA) reports the results by school district, campus, grade, subject, ethnicity, special programs, and socio-economic status. Our assessment data is divided into the three different subgroups for Sunrise: Hispanic, White and Economically Disadvantaged. Our data does not reflect significant disparities among the identified subgroups.

Sunrise students reflect achievement in reading. The subgroups continue to score above the overall state average on the TAKS. In 2003-04:

- Our third grade subgroups scored 100%, exceeding the state’s overall average of 91%.
- In fourth grade, subgroup scores were: Hispanic-96%, Economic Disadvantaged-93% and White-86%. The overall state’s score was 86%.
- Additionally, 100% of the subgroups in fifth grade reflected a higher passing percentage for reading than the state’s average of 80%.

For the past five years, our subgroups have consistently scored near or above the state’s average on the TAKS and TAAS. The subgroup scores continue to be comparable to the total passing percentage for our campus school scores.

Math subgroup results for 2003 and 2004 on the TAKS reflect that our subgroups scored significantly higher than the state’s overall average.

- In 2003, the third grade state’s overall scores were 84%. All three of Sunrise’s identified subgroups scored at 88% or above.
- Our fourth grade subgroups scored 93% or better in 2004. The overall state average was 87%.
- Sunrise fifth grade subgroups continued to outperform the state in 2004 with 100% of our students passing. The state’s average was 82%.

Our test scores indicate that appropriate interventions are in place. It affirms the use of special funds for extended day/year initiatives. Scores reflect the significant impact of ongoing professional development that focuses on adding depth and complexity to the curriculum. The staff recognizes the number of students with learning disabilities must increase within the inclusion setting in order to accelerate their learning. The campus will increase the number of special education students who will participate in extended day/year initiatives. Sunrise provides quality instruction for all students and the expectation is that all students will perform at or above grade level.

PART IV – 2. USE OF ASSESSMENT DATA TO IMPROVE PERFORMANCE

Assessment data, both formative and summative, are shared with our children, parents, teachers, and support staff. The staff analyze individual student data and, if intervention is needed, an action plan is generated and implemented. The administrators disaggregate all the assessment data and an item analysis is produced. This data is shared with the staff. The staff analyze the data by subject area and grade level. We identify strengths and areas for improvement. We make generalizations without placing blame and make recommendations for strengthening our instructional program. The staff brainstorm ideas to address our challenges.

Such actions may include:

- Making recommendations for staff development
- Developing different groupings for our children
- Collaborating on teaching strategies with other successful campuses in the district
- Seeking out and identifying effective, research-based materials to impact instruction.

Using assessment data, the primary grade team generates a plan to intensify instruction in challenging areas to ensure that students moving up through the grades receive a firm foundation on which to build. In the past, primary teachers successfully began teaching the components of a graphic organizer plus teaching a common vocabulary for improving reading comprehension. These strategies are used by students in upper grades. The intermediate grades reflect upon individual scores and take action to ensure greater success for the upcoming year. In areas deemed successful, teachers identify specific strategies that impacted the success. They recognize that, in order to replicate that success, identification and articulation of the strategies used are necessary.

PART IV – 3. COMMUNICATING STUDENT PERFORMANCE

For all parents, Sunrise schedules a formal one-on-one parent/teacher conference each semester. The school provides parents with comprehensive and specific information of their child's academic progress and the school's academic goals. For primary grade students, a variety of assessments provides parents with accurate information regarding their child's reading, writing, and math skills. Early on, parents are taught to expect the best from their child and the school.

For older children, the school also utilizes a variety of assessments including three simulations of the state mandated tests. The simulations are given in October, January, and March. Teachers inform parents and students of ongoing progress. Together, they set goals for students and, if necessary, interventions for struggling students are presented.

The state also provides individual and detailed reports for parents regarding their student's performance on the Texas Assessment of Knowledge and Skills (TAKS). The state education agency also requires all public schools in Texas to provide parents with the "school report card" (SRC). The SRC informs each child's parents or guardians about the individual school's performance and characteristics. The Sunrise SRC presents the school information in relation to the district, the state, and a comparable group of schools.

Sunrise students' progress is monitored and communicated to parents and students through progress reports that are sent home each three weeks. Report cards are distributed each six weeks. The principal shares our school's TAKS scores with parents at our "Back to School Night" and at other parent involvement venues as well.

PART IV – 4. SHARING SUCCESS WITH OTHERS

Our success is shared in several ways. The campus has been featured in the district newsletter and in our

local paper, the “Amarillo Globe News”. The newspaper not only highlights our school activities, such as patriotic assemblies and the Drug Free Costume Parade, but they also query the staff about our academic success and print our success stories.

Sunrise was recently named one of the top five Title I schools in Texas and was in contention as a state representative for the National Title I Distinguished Schools Award. Through this nomination process, we had the opportunity to share our programs, practices, and philosophy with representatives from outside of our region when a site visit was conducted.

The staff recognize the value of reflecting upon our success. So, in the fall of 2002, we began to develop a replication manual. The manual, known on campus as “the book,” shares information about our campus such as:

- Literacy practices
- Bilingual education program
- Campus-funded summer school
- Effective intervention materials such as SRA Corrective Reading
- Examples of student work
- Study guides for professional development.

Considered “a work in progress,” the manual continues to change and grow. Visitors from both within and outside of the state have requested and received copies.

The Sunrise teachers serve as mentors to new teachers, not only on campus, but at other schools in the district. They serve on district-wide curriculum committees and provide staff development. Last year, a team of teachers and administrators from Oklahoma spent two days on the Sunrise campus visiting classrooms and consulting with staff members.

PART V – 1. THE SCHOOL’S CURRICULUM

All public schools in the state are required to provide instruction based upon the Texas Essential Knowledge and Skills (TEKS) for each grade level. The TEKS can be found online at <http://www.tea.state.tx.us/teks/index.html>. All students at Sunrise are expected to master the skills and objectives for each subject area in their grade level.

The language arts curriculum consists of detailed learning objectives built upon the broad areas of listening, speaking, reading, writing, and viewing/presenting. The broad areas effectively develop communication skills, and the Sunrise campus recognizes the strong relationship among the areas. A balanced language arts program is presented in grades pre-kindergarten through third. Intermediate grade students use a literature based, as well as a direct approach for reading for those students identified as reading below their grade level. Interactive writing, Writers’ Workshop, and Six Traits Writing help staff present the TEKS appropriately as our students move through the grades.

Sunrise teachers strive to deepen our students’ understanding of mathematical concepts. The math curriculum engages students in the following areas:

- Number, operation, and quantitative reasoning
- Patterns, relationships, and algebraic thinking
- Geometry and spatial reasoning
- Measurement
- Probability and statistics
- Underlying processes and tools.

In science, students utilize critical thinking, problem solving and decision making skills for scientific inquiry. Science objectives at the elementary grades integrate the various branches of science including life, earth, and physical or human body. The TEKS objectives are based upon their major correlation to the National Education Science Standards and the Benchmarks for Science Literacy. Sunrise uses Field Option Science Systems (FOSS) kits in second through fifth grades to provide “hands on” scientific explorations.

For social studies, students are engaged in learning history, geography, economics, government, citizenship, and culture. They also learn about the impact of science and technology on life in Texas. Student learning is extended through Character Counts, a curriculum for developing good citizenship, and a variety of media, reading materials, and field trips to reinforce their learning.

The physical education and health curriculum presents objectives for students to acquire the knowledge and skills for movement, continued social development through physical activity and access to a physically-active lifestyle. The students gain an understanding of the relationship between physical activity and health throughout their life. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

Sunrise students enjoy a rigorous music program at school. The curriculum includes the analysis of musical sound and artistry, creative expression, and performance. Additionally, students are expected to relate music to history, society, and culture. They also respond to and evaluate music and musical performance.

PART V – 2. THE SCHOOL’S READING CURRICULUM

In order to meet individual needs in reading, each student is assessed for word recognition, fluency and comprehension. Our goals include providing each student with a learning continuum that addresses not only the student reading below grade level, but also the student reading above grade level. In order to accomplish this, a variety of assessments, including individual reading inventories, determine the needs for each child.

Sunrise students who are not meeting academic expectations in reading receive one or more of the following interventions:

- **Flexible and cross-grade grouping**
- **Individual and small group tutoring** during the school day provided by three teachers/literacy teachers and five AmeriCorps volunteers
- **Reading Recovery** and literacy groups
- **SRA Corrective Reading** for third and fourth grades
- **Tutoring**- Targeted kindergarten through fifth grade students receive extensive tutoring from two to five days a week. Students from bilingual classrooms and special education students are included in the tutoring. These sessions add from 1.5 to 10.5 hours (up to two instructional days) per week to the students’ instructional time. In the spring semester, tutorial sessions provide an additional one to six weeks of instruction.
- **Sunrise Summer School**- Title I funds enable Sunrise to provide summer school on our campus for students at risk of developing a summer reading deficit. Our records for the past three years indicate that students who attended our summer program improved or maintained their reading level upon entering school the next year. All bilingual students are required to attend our “in house” summer school. Their instruction is focused on reading and English language development. All special education inclusion students are also asked to participate in summer school as well.

Students in grades three through five who are identified as reading at or above grade level participate in an after school Book Club two days a week. The objective of this Book Club is to foster a love of reading for those students who do read well.

PART V – 3. OTHER CURRICULUM AREA/Writing

At Sunrise Elementary School, teachers assess each student individually to determine their strengths and weaknesses in writing as well as reading. The staff recognizes the strong connection between the two subject areas. Appropriate assessment tools include:

- Writing samples kept for each child from year to year
- Portfolios
- Phonemic awareness/phonics checklists for younger students
- Three school-wide writing assessments evaluated by the principal and assistant principal.

All of these assessments enable teachers to keep all students on a learning continuum. Students in each grade level write daily as they respond to or reflect upon reading and learning. They research a variety of topics, incorporate technology, keep journals, and receive explicit instruction in writing daily. Teachers, at all grade levels, use a common vocabulary for the teaching of writing and develop activities for writing across the curriculum.

Students in pre-kindergarten through first grade engage in interactive writing, an activity their teachers describe as “powerful.” This activity models a variety of teaching objectives such as direct phonics instruction, the use of conventional spelling and punctuation skills, and handwriting instruction. This assists our youngest children in the process of becoming independent writers. As their skills increase, teachers involve students in Writer’s Workshop activities. These activities elicit reflective thinking in children and strengthen skills for rewriting and editing.

The expectation for more sophisticated and conventional writing increases for intermediate grade students. They learn and practice the various conventions of writing such as the effective use of idioms, quotation marks, and varied and complex sentence structure. Every year, on a four point rubric, the majority of Sunrise students receive 3’s and 4’s in writing on the state-mandated writing assessment.

Another common school-wide strategy engages students in becoming proficient spellers. By the end of second grade, all students are expected to have proficiency in spelling the fifty most commonly used words in writing. By the end of fourth grade, they are held accountable for the next fifty words as well. A desk copy of the lists is printed and laminated at the beginning of each school year for each child in the school.

PART V – 4. INSTRUCTIONAL METHODS TO IMPROVE STUDENT LEARNING

A wide variety of researched-based curriculum and practices are found at Sunrise. Practices such as using a school-wide graphic organizer, series book studies, interdisciplinary curriculum delivery for science and social studies, and a common vocabulary for reading and writing are used throughout the grade levels. Curriculum materials such as Target Math and Saxon Math are used in the first through fifth grades. SRA Corrective Reading provides explicit, structured reading instruction to third and fourth grade students who have not gained the necessary skills for reading during traditional instruction.

Sunrise teachers demonstrate the ability to develop interdisciplinary studies in their self-contained classrooms. This enables the staff to address multiple objectives in their daily lessons. The staff engage students in meaningful, authentic, “real-life” experiences. For example, for several years, fifth grade students have participated in a cluster science fair where they researched, developed and presented their own experiments to businesses and the community. Last year, nineteen students were awarded first place

blue ribbons! Third grade students researched and prepared a pet care booklet for the classroom snake. Sunrise teachers strive to provide regular opportunities for students to use their skills at the application level.

Incorporated at all levels, technology supports, reinforces, and improves the quality of curriculum, assessment, and instruction. The campus houses an impressive array of technology hardware, including 25 wireless laptops, several computers in every classroom, an iMac Lab, a Smartboard, and numerous overhead devices. Daily, technology is integrated into the curriculum in every classroom from pre-kindergarten through fifth grade. Technology is utilized for tutorials and assessments through the use of online programs, such as *homeroom.com*.

The unrelenting force of high expectations is woven throughout the daily lives of students and staff. Students are provided with a well-balanced curriculum that addresses academic learning, character education, personal growth, and the skills necessary for life-long success.

PART V – 5. SCHOOL’S PROFESSIONAL DEVELOPMENT PROGRAM

Professional development needs are determined by the professional teaching staff and administrators and are directly related to improving student achievement. Teachers regularly attend staff development sessions that focus on curriculum alignment and planning, identifying effective research based instructional strategies, and data analysis. At the end of each school year, the staff meet to review a variety of assessment instruments that enable them to formulate a plan for the upcoming year. Data such as anecdotal notes, Observation Survey Inventories, staff and parent surveys, and TAKS results provide the evidence for determining the strengths and weaknesses of the instructional program at Sunrise. The district provides a variety of training opportunities, not only at the beginning of the year, but throughout the year as well. During the school year, if the staff expresses concerns or frustrations about new challenges, the administrators and teachers seek out immediate, available learning opportunities.

The positive learning environment at Sunrise provides ample opportunities for staff members to share their own expertise. Summer reading and staff-led book club studies impact their skills. These activities are valued by the learning team as they provide common vocabulary and are the catalyst for discussions on a variety of educational topics. Most recently the staff finished studying The Energy to Teach by Donald Graves.

During the 2002-03 year, for several weeks at faculty meetings, the campus studied Bloom’s Taxonomy in order to improve their questioning skills. This past summer, more than twenty staff members voluntarily joined a book club group for Mosaic of Thought by Zimmerman and Keene. Currently the teachers are focused upon metacognition and its impact upon student achievement in every subject area. Teachers continuously seek ways to improve the delivery of the TEKS in order to challenge our students in ways that add depth, complexity, and rigor to the curriculum.

Professional teaching staff develop and provide presentations at Sunrise faculty meetings and for campus-based staff development. Campus-based professional development strongly impacts student achievement and develops a positive climate for learning for both staff and students.

**Sunrise Elementary
Third Grade Criterion-Referenced
Reading Test**

	TAKS 2003-2004	*TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES:					
(TAKS) % Commended Performance	35	15	NA	NA	NA
(TAKS) % Met Standard	100	80	NA	NA	NA
(TAAS) % Mastered all Objectives	NA	NA	50	52	45
(TAAS) % Met Minimum Standards	NA	NA	96	81	86
Number of Students Tested	37	41	50	54	51
Total Number of Students Alternatively Assessed	7	7	5	4	7
Percent of Students Alternatively Assessed	18	17	10	7	13
Number of Students Alternatively Assessed on Grade Level	2	0	0	0	NA
SUBGROUP SCORES:					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	37	10	NA	NA	NA
(TAKS) % Met Standard	100	73	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	95	80	84
Number of Students Tested	35	30	42	45	43
2. Hispanic					
(TAKS) % Commended Performance	39	19	NA	NA	NA
(TAKS) % Met Standard	100	81	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	97	79	82
Number of Students Tested	28	31	32	42	34
3. White					
(TAKS) % Commended Performance	29	0	NA	NA	NA
(TAKS) % Met Standard	100	75	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	90	100
Number of Students Tested	7	8	9	10	13
STATE SCORES:					
(TAKS) % Met Standard	91	86	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88	86	87

**Sunrise Elementary
Third Grade Criterion-Referenced
Reading Test**

Data table information was compiled from reports provided by the Texas Education Agency. The information was obtained from the Campus Academic Excellence Indicator System (AEIS), and state generated campus reports for the Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS), and State Developed Alternative Assessment (SDAA).

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-03 changed in significant ways from calculations in prior years. Some students with disabilities who were previously exempted from the accountability calculations were included in the calculations for the school. These changes may cause the data from the 2002-03 school year and beyond to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

*Beginning in the year 2003, the State of Texas required all third graders to meet the minimum standard in reading in order to be promoted to the next grade level. The data report reflects the scores of the first three test administrations given during one school year.

**Sunrise Elementary
Third Grade Criterion-Referenced
Math Test**

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	Spring	Spring	Spring
SCHOOL SCORES:					
(TAKS) % Commended Performance	24	20	NA	NA	NA
(TAKS) % Met Standard	100	98	NA	NA	NA
(TAAS) % Mastered all Objectives	NA	NA	27	13	21
(TAAS) % Met Minimum Standards	NA	NA	96	85	78
Number of Students Tested	37	44	48	54	58
Total Number of Students Alternatively Assessed	7	3	2	4	2
Percent of Students Alternatively Assessed	18	6	4	7	3
Number of Students Alternatively Assessed on Grade Level	2	0	0	1	NA
SUBGROUP SCORES:					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	26	19	NA	NA	NA
(TAKS) % Met Standard	100	97	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	98	84	77
Number of Students Tested	35	37	43	45	48
2. Hispanic					
(TAKS) % Commended Performance	29	26	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	97	83	83
Number of Students Tested	28	34	33	42	36
3. White					
(TAKS) % Commended Performance	14	0	NA	NA	NA
(TAKS) % Met Standard	100	88	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	100	73
Number of Students Tested	7	8	10	10	15
STATE SCORES:					
(TAKS) % Met Standard	90	84	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87	83	80

**Sunrise Elementary
Third Grade Criterion-Referenced
Math Test**

Data table information was compiled from reports provided by the Texas Education Agency. The information was obtained from the Campus Academic Excellence Indicator System (AEIS), and state generated campus reports for the Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS) and State Developed Alternative Assessment (SDAA).

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-03 changed in significant ways from calculations in prior years. Some students with disabilities who were previously exempted from the accountability calculations were included in the calculations for that school. These changes may cause the data from the 2002-03 school year and beyond to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

**Sunrise Elementary
Fourth Grade Criterion-Referenced
Reading Test**

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES:					
(TAKS) % Commended Performance	33	14	NA	NA	NA
(TAKS) % Met Standard	94	98	NA	NA	NA
(TAAS) % Mastered all Objectives	NA	NA	56	56	54
(TAAS) % Met Minimum Standards	NA	NA	92	91	86
Number of Students Tested	33	42	48	43	58
Total Number of Students Alternatively Assessed	9	8	5	6	9
Percent of Students Alternatively Assessed	27	19	10	13	15
Number of Students Alternatively Assessed On Grade Level	4	0	0	0	NA
SUBGROUP SCORES:					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	32	11	NA	NA	NA
(TAKS) % Met Standard	93	97	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	93	91	97
Number of Students Tested	28	36	40	34	39
2. Hispanic					
(TAKS) % Commended Performance	33	20	NA	NA	NA
(TAKS) % Met Standard	96	97	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92	93	97
Number of Students Tested	24	30	38	29	35
3. White					
(TAKS) % Commended Performance	14	0	NA	NA	NA
(TAKS) % Met Standard	86	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88	91	100
Number of Students Tested	7	10	8	11	14
STATE SCORES:					
(TAKS) % Met Standard	86	82	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92	90	89

Sunrise Elementary
Fourth Grade Criterion-Referenced
Reading Test

Data table information was compiled from reports provided by the Texas Education Agency. The information was obtained from the Campus Academic Excellence Indicator System (AEIS), and state generated campus reports for the Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS) and State Developed Alternative Assessment (SDAA).

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-03 changed in significant ways from calculations in prior years. Some students with disabilities who were previously exempted from the accountability calculations were included in the calculations for that school. These changes may cause the data from the 2002-03 school year and beyond to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

**Sunrise Elementary
Fourth Grade Criterion-Referenced
Math Test**

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES:					
(TAKS) % Commended Performance	27	13	NA	NA	NA
(TAKS) % Met Standard	95	93	NA	NA	NA
(TAAS) % Mastered all Objectives	NA	NA	21	11	50
(TAAS) % Met Minimum Standards	NA	NA	100	96	86
Number of Students Tested	37	45	48	45	58
Total Number of Students Alternatively Assessed	3	6	5	4	3
Percent of Students Alternatively Assessed	8	13	10	8	5
Number of Student Alternatively Assessed on Grade Level	0	1	1	1	NA
SUBGROUP SCORES:					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	23	13	NA	NA	NA
(TAKS) % Met Standard	94	92	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	94	87
Number of Students Tested	31	39	40	35	45
2. Hispanic					
(TAKS) % Commended Performance	26	15	NA	NA	NA
(TAKS) % Met Standard	93	91	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	94	87
Number of Students Tested	27	33	38	31	39
3. White					
(TAKS) % Commended Performance	38	10	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	100	87
Number of Students Tested	8	10	8	11	15
STATE SCORES:					
(TAKS) % Met Standard	87	81	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94	91	87

Sunrise Elementary
Fourth Grade Criterion-Referenced
Math Test

Data table information was compiled from reports provided by the Texas Education Agency. The information was obtained from the Campus Academic Excellence Indicator System (AEIS), and state generated campus reports for the Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS) and State Developed Alternative Assessment (SDAA).

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-03 changed in significant ways from calculations in prior years. Some students with disabilities who were previously exempted from the accountability calculations were included in the calculations for that school. These changes may cause the data from the 2002-03 school year and beyond to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

**Sunrise Elementary
Fifth Grade Criterion-Referenced
Reading Test**

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES:					
(TAKS) % Commended Performance	35	28	NA	NA	NA
(TAKS) % Met Standard	100	94	NA	NA	NA
(TAAS) % Mastered all Objectives	NA	NA	63	47	40
(TAAS) % Met Minimum Standards	NA	NA	95	95	90
Number of Students Tested	34	47	38	55	58
Total number of Students Alternatively Assessed	6	8	7	8	7
Percent of Students Alternatively Assessed	17	14	18	14	12
Number of Students Alternatively Assessed on Grade Level	3	0	3	1	NA
SUBGROUP SCORES:					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	27	27	NA	NA	NA
(TAKS) % Met Standard	100	93	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94	91	88
Number of Students Tested	26	41	34	41	52
2. Hispanic					
(TAKS) % Commended Performance	29	25	NA	NA	NA
(TAKS) % Met Standard	100	97	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96	92	86
Number of Students Tested	24	36	28	36	42
3. White					
(TAKS) % Commended Performance	38	38	NA	NA	NA
(TAKS) % Met Standard	100	75	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88	100	100
Number of Students Tested	8	8	8	14	12
STATE SCORES:					
(TAKS) % Met Standard	80	74	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92	90	87

Sunrise Elementary
Fifth Grade Criterion-Referenced
Reading Test

Data table information was compiled from reports provided by the Texas Education Agency. The information was obtained from the Campus Academic Excellence Indicator System (AEIS), and state generated campus reports for the Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS) and State Developed Alternative Assessment (SDAA).

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-03 changed in significant ways from calculations in prior years. Some students with disabilities who were previously exempted from the accountability calculations were included in the calculations for that school. These changes may cause the data from the 2002-03 school year and beyond to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

**Sunrise Elementary
Fifth Grade Criterion-Referenced
Math Test**

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES:					
(TAKS) % Commended Performance	74	36	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Mastered all Objectives	NA	NA	60	44	57
(TAAS) % Met Minimum Standards	NA	NA	98	100	95
Number of Students Tested	34	47	40	59	58
Total Number of Students Alternatively Assessed	1	6	6	6	6
Percent of Students Alternatively Assessed	2	10	15	10	10
Number of Students Alternatively Assessed on Grade Level	0	0	1	2	NA
SUBGROUP SCORES:					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	65	32	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	91	100	94
Number of Students Tested	26	41	35	45	52
2. Hispanic					
(TAKS) % Commended Performance	71	44	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	100	93
Number of Students Tested	24	36	30	39	42
3. White					
(TAKS) % Commended Performance	75	13	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88	100	100
Number of Students Tested	8	8	8	15	12
STATE SCORES:					
(TAKS) % Met Standard	82	78	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96	94	92

**Sunrise Elementary
Fifth Grade Criterion-Referenced
Math Test**

Data table information was compiled from reports provided by the Texas Education Agency. The information was obtained from the Campus Academic Excellence Indicator System (AEIS), and state generated campus reports for the Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS) and State Developed Alternative Assessment (SDAA).

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-03 changed in significant ways from calculations in prior years. Some students with disabilities who were previously exempted from the accountability calculations were included in the calculations for that school. These changes may cause the data from the 2002-03 school year and beyond to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

**Sunrise Elementary
Data Summary
TAAS/TAKS/SDAA
Excluded Groups**

Grades 3-5	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Total Enrollment	128	150	150	172	191
% of students ARD Exempted	14	10	9	8	5
Number of Students	18	16	9	13	9
% of students LEP Exempted	0.8	0.6	0.7	0	1
Number of students	1	1	1	0	3

The State of Texas has implemented three different assessments (TAAS/TAKS/SDAA) within the past five years. Students taking the TAAS, and now the TAKS, were required to demonstrate mastery of the state curriculum (TEKS) in reading and math. The TEKS establish what every student, from elementary through high school should know and be able to do. The state's requirement for minimum passing standard and commended performance are increased every year.

Some Special Education students were receiving instruction based on the Texas Essential Knowledge and Skills (TEKS) below their grade level and required modifications and accommodations that would invalidate the state assessment. The assessment would not have been an appropriate measure of the student's progress. The Admission, Review and Dismissal (ARD) Committee decides how each individual student will be assessed. Students excluded from TAAS were administered the State Developed Alternative Assessment (SDAA).

Limited English Proficient (LEP) students were exempted from the state assessment if this was their first year of enrollment in a US school. LEP students that have been enrolled at our campus for the past 3 years are expected to take the TAKS Reading and Math in English when they reach the third grade.