

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12   
Charter

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

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

School Mailing Address 330 FM 2094  
(If address is P.O. Box, also include street address.)

Kemah TX 77565-2679  
City State Zip Code+4 (9 digits total)

County Galveston State School Code Number\* 084910106

Telephone ( 281 ) 284-4700 Fax ( 281 ) 284-4705

Web site/URL http://www.ccisd.net/school/stewart E-mail dphillip@ccisd.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. Sandra Mossman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clear Creek Independent School District Tel. ( 281 ) 284-0000

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. Robert Allan Davee  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(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**

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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

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All data are the most recent year available.

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

1. Number of schools in the district:
- |                |                     |
|----------------|---------------------|
| <u>  24  </u>  | Elementary schools  |
| <u>    8  </u> | Middle schools      |
| <u>    0  </u> | Junior high schools |
| <u>    4  </u> | High schools        |
| <u>    0  </u> | Other               |
| <u>  36  </u>  | TOTAL               |
2. District Per Pupil Expenditure:  \$10,370
- Average State Per Pupil Expenditure:  \$ 9,269

**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.
- N/A  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	10	12	22	7			
K	37	54	91	8			
1	45	41	86	9			
2	47	47	94	10			
3	56	32	88	11			
4	43	50	93	12			
5	36	57	93	PPCD	7	0	7
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>574</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- 48% White
  - 3% Black or African American
  - 46% Hispanic or Latino
  - 3% Asian/Pacific Islander
  - ≤ 1% 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: 17 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	58
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	41
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	99
<b>(4)</b>	Total number of students in the school as of October 1	571
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.17
<b>(6)</b>	Amount in row (5) multiplied by 100	17%

8. Limited English Proficient students in the school: 38 %  
217 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Spanish, Vietnamese, Korean, Bengali, Gujarati, Portuguese, Thai

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 297

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: 13 %  
76 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>10</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>    </u>
Classroom teachers	<u>32</u>	<u>    </u>
Special resource teachers/specialists	<u>11</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>    </u>
Support staff	<u>3</u>	<u>    </u>
Total number	<u>57</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	93%	95%	94%	94%	95%
Teacher turnover rate	10%	15%	13%	**36%	13%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

\*\*A new campus opened in 2002, and many Stewart teachers were transferred to the new school.

## **PART III - SUMMARY**

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### **PART III – SUMMARY**

LaVace Stewart Elementary School, nestled among shrimp boats and seagulls, was the first public school in Kemah, Texas. It currently serves approximately 584 children and is one of four bilingual elementary campuses in the Clear Creek Independent School District. Stewart Elementary is not just a building that houses textbooks, desks, and computers. Visitors have shared that when one enters the foyer, there's a sense that Stewart has a soul- a strong feeling of commitment and caring resonates from within.

The mission of Stewart Elementary School is to create a passion for learning within each child. This is accomplished by creating classroom communities where teachers establish strong personal connections with their students. Our children become confident and enthusiastic learners because they are provided daily opportunities for success in a safe, respectful environment. Children excel as readers, writers, problem solvers, and citizens as they practice new learning in purposeful, authentic situations.

Consistency is the key to Stewart Elementary's success, evident in three critical areas: philosophy of teaching, instructional techniques and instructional language. Stewart's philosophy of teaching recognizes that children must actively construct their own understandings. Instructional techniques are designed to support this philosophy and are used consistently throughout the school. In each content area, teachers of all grade levels intentionally use common language. This allows students to build on prior knowledge and see how their new learning is connected to what they learned in earlier grades.

Literacy and math coaches work with all teachers, including special education, bilingual, gifted and talented, and intervention specialists to ensure instruction across all programs is consistent with Stewart's philosophy. By facilitating book studies, modeling best practices, and providing feedback, instructional coaches help teachers build a professional community of learners where teachers can reflect on and refine their teaching practice and ensure that Stewart teachers teach with one voice and one goal in mind.

Support programs are designed to complement the rich instruction occurring in the general education classrooms. Reading Recovery is available in both English and Spanish. Classroom teachers tutor both before school and after school in order to accommodate our families' schedules. Highly at-risk students receive additional support and literacy instruction from specialists during the school day. There is frequent communication and collaboration between specialists and teachers to ensure consistency in instruction. All staff participates in supporting our at-risk students, including our administrators, P.E. teacher and fine arts teachers.

Stewart serves an economically and ethnically diverse community in which all cultures are respected and celebrated. More than a school, Stewart also serves as a "neighborhood center". Parents are offered free ESL classes in the evening. Because many Stewart families juggle multiple jobs or lack transportation, they are not able to provide extracurricular opportunities for their children. Recognizing this, students are offered Spanish classes, Running Club, choir, and chimes. Art Club, a school newspaper, "Green Team" conservation club, Stock Club, and a Robotics team are also offered. Through a federal grant students are able to participate in homework assistance and free or reduced day-care. All parents, regardless of socio-economic status, work together to support school initiatives and student success. Parent training opportunities such as Literacy Night, Math Night, and Science Night are well attended because Stewart parents understand that education is the key to a better future for their children.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

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## 1. Assessment Results

Implemented in 2003, the Texas Assessment of Knowledge and Skills (TAKS) Test is utilized to assess the state-mandated curriculum in the core areas. The TAKS Reading and Math tests are administered annually to elementary students in grades 3-5. In addition, the TAKS Writing test is administered in 4<sup>th</sup> grade, and the TAKS science test in 5<sup>th</sup> grade. Students in 3<sup>rd</sup> and 5<sup>th</sup> grade must meet the minimum passing standard on the TAKS Reading Test in order to be promoted to the next grade. Fifth grade students must also pass the TAKS Math Test to be promoted to the 6<sup>th</sup> grade. The grade required to pass the TAKS tests is between 70-75% depending on the subject matter. Students can achieve the designation of “commended” by scoring approximately 91% on a TAKS test. The website for the Texas assessment division is <http://www.tea.state.tx.us/perfreport/index.html>.

The data tables attached with this application show that students at Stewart Elementary School perform well above the state average in all areas. While the majority of students take the TAKS tests in English, a small number of students who are new arrivals to the country or still transitioning to English are administered the test in Spanish. Tables are provided for both the English and Spanish test administrations when more than ten students were administered the test.

For the past three years, 100% of third grade students have passed the TAKS Reading Test in English. At least 95% of all 4<sup>th</sup> grade students passed the TAKS reading for the past three years, and 5<sup>th</sup> grade students passed the TAKS Reading test at 98% or above the last two years. Stewart students also perform extremely well in the area of math, as evidenced by our state assessment. For the past three years, 93% or more of our students have passed the TAKS Math test in English.

While Stewart Elementary serves a diverse student population, there is little or no disparity among the passing performance rates of our student subgroups. Highlights include:

- For the past two years, 100% of economically disadvantaged and Hispanic students in 5<sup>th</sup> grade passed the reading TAKS test.
- For the past two years, between 95-100% of economically disadvantaged and Hispanic students in 3<sup>rd</sup> grade passed the reading TAKS test.
- For the past two years, 100% of economically disadvantaged and Hispanic students in grades 4 and 5 passed the math TAKS test.
- For the past two years, between 95-100% of economically disadvantaged and Hispanic students in grade 3 passed the math TAKS test.

Stewart Elementary staff believes that children are capable of achieving more than just the minimum passing rates on state assessments. The goal of teachers is to continually increase the number of children achieving the “commended” rating on TAKS tests. In 2006, the number of students achieving commended scores in math (English administration) greatly increased. In third grade, 54% of students were commended in math, 44% of 4<sup>th</sup> grade students, and 67% of 5<sup>th</sup> grade students. In the area of reading in 2006, the following commended rates were achieved: 45% of third grade students, 34% of 4<sup>th</sup> grade students, 26% of fifth grade students. In 2006, Stewart Elementary School received four Gold Performance Acknowledgements in the areas of Writing, Mathematics, Science, and Mathematics Comparable Improvement. These acknowledgments are based on the number of students who achieve commended scores.

## 2. Using Assessment Results

Assessment results are vital in planning for campus- wide goals, classroom instruction, and also in

planning for individual student needs. Knowing that the most effective instruction occurs as a result of daily, on-going assessment, teachers collect informal data through documented individual student conferences and running records. This information is collected while the child is actively engaged in the act of reading, writing or problem solving in an authentic context. The data is then used by the classroom teacher to plan for instruction for whole group lessons as well as small group and individual instruction. Students who move to Stewart are immediately assessed by intervention specialists so that if needed, interventions may begin quickly.

The Texas Assessment of Knowledge and Skills (TAKS) is the state-wide assessment given toward the end of the year in third, fourth and fifth grade. This information is used to assess the successful delivery of the state curriculum. Weaknesses are identified and action plans are developed to improve instruction. Individual's TAKS scores are also examined in order to provide support to students as they progress to the next grade.

District benchmark assessments are administered three times a year in second through fifth grade. The Developmental Reading Assessment (DRA), PAPI and Exemplar Math Assessments are given twice a year in grades K-2. Following these assessments, grade level teachers meet with administrators, intervention specialists and curriculum coaches to disaggregate the data. Instructional plans are created to address weaknesses in the curriculum and individual student plans are created to ensure that all students meet high levels of success. During these planning sessions, tiers of interventions are discussed and students are given the support they require as evidenced by teacher assessment, benchmark assessments, and past TAKS results. As students progress, the level of support is adjusted.

### **3. Communicating Assessment Results**

Stewart Elementary School communicates assessment results through a variety of venues. Campus assessment results are shared with the community through the yearly distribution of the "School Report Card". This report is prepared by the state and shares test scores, spending allocations and other pertinent information. The campus website is also utilized to share information regarding student performance and campus achievement. In addition, several meetings are held each year with both the campus site based committee and parents to share how the children are performing. The school district also provides press releases to inform local media of each campus' assessment results. Individual student assessment results and progress reports are also sent home to all students. Monthly newsletters are distributed that also share the successes and goals set by the campus. Stewart Elementary is careful to ensure that all community communication is shared in both English and Spanish in order to reach all of its constituents.

At a more personal level, classroom teachers frequently communicate assessment results with their children through individual student conferences. Teachers share benchmark assessment data, running records and anecdotal notes with students in order to assist them to set personal goals for themselves. Parents receive benchmark assessment data for third through fifth grade students three times a year so that they can monitor their child's progress. Stewart Elementary enjoys the opportunity to recognize students' success through monthly spirit rallies, quarterly honor roll and the "Super Stewart" program whereby students who exhibit exceptional character are recognized each month.

### **4. Sharing Success**

As a community of learners, Stewart Elementary staff always welcomes the opportunity to share its success and to learn with other educators. Stewart has been selected as a model campus for the Teacher's College Reading and Writing Project. Campus visits from both within and beyond the district commonly take place. Teams of visiting teachers and administrators participate in classroom observations and follow up discussions in order to better refine their understandings of balanced literacy.

For the past two years, Stewart Elementary has been approached to present for the School Improvement

Resource Center (SIRC) at the annual Best Practices Conference. Stewart has been asked to share successful practices with other schools currently seeking reform in order to improve success for their students. Presentations on the importance of consistency throughout a school and the workshop model of instruction were well received by participants.

Most recently, Stewart Elementary has been named an “Honor Roll Campus” by the Texas Business and Education Coalition. Schools are chosen for the Honor Roll after demonstrating sustained success at a high level for at least three years. Stewart teachers were privileged to meet with other Honor Rolls schools to share student success stories and best practices.

Stewart is held as a “beacon” in the district, and many of Stewart’s teachers are called upon to provide staff development for other teachers in the district in the areas of language arts and math. Three Stewart teachers serve on the district Math Leadership Team. Literacy coaches often open their classrooms for teachers at other schools to attend the bi-weekly training sessions. The staff believes that engaging in thoughtful conversations with other professionals outside of the campus helps teachers to grow, and these many opportunities to learn with peers is welcomed.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum**

The State Board of Education has defined high learning standards known as the Texas Essential Knowledge and Skills (TEKS). Stewart Elementary has implemented the TEKS based curriculum developed by Clear Creek I.S.D. which fosters higher order thinking and learning. The curriculum is founded on the premise that people construct their own understandings through experiences and by then reflecting on those experiences.

The language arts curriculum is centered on research -based teaching practices and implemented through a balanced literacy approach in which children acquire literacy skills through authentic reading and writing tasks. Reading and writing are taught through a workshop approach which facilitates accelerated learning that meets the individualized needs of students at all learning levels. Guided Reading is at the heart of reading instruction. Through this small-group approach, students strengthen skills in comprehension, fluency, and phonics. Students are assessed regularly through running records and individual conferences in order to assist teachers in planning instruction. ESL instruction is implemented through language arts and students use literacy skills they have learned in Spanish to facilitate their acquisition of English.

Mathematics at Stewart Elementary is aligned with Goals 2000 of the National Council of Teachers of Mathematics. Students develop basic mathematical skills while learning to connect and apply these skills in the real world. Students learn to become flexible and resourceful problem solvers by participating daily in problem solving opportunities. Students have opportunities to work in small groups or pairs with hands-on activities. “Math talk” is important, and through conversations students construct meaning for themselves.

Children at Stewart Elementary participate in a developmentally appropriate science curriculum that fosters the investigative spirit. Through the Five-E model (engage, explore, explain, elaborate and evaluate) students develop an understanding of science concepts through hands-on experiences, problem solving, decision making and applications of knowledge. Students utilize technology to support their scientific investigations.

The social studies curriculum implemented by Stewart Elementary School builds a foundation in history, geography, economics, government, citizenship, and culture. The philosophy of Clear Creek’s social studies program is to educate students to think and act responsibly as contributing members of a democratic society. Social studies are often integrated in language arts, especially in the primary grades.

Content is introduced through read-alouds and shared reading. Students deepen their understanding of concepts through researching topics. Students present their research utilizing technology.

The physical education curriculum is a vital part of the education of our children. Through a variety of physical activities, students learn the importance of fitness and learn skills that will build a foundation that will lead to an active and healthy lifestyle. Students learn to work cooperatively together and also learn the importance of sportsmanship and fair play.

The goal of the fine arts program is empower students to use their minds more creatively, inspiring them to become life-long participants and supporters of the arts. Students participate in formal art and music instruction with certified teachers weekly. Students also participate in theater arts experiences as integrated into our language arts program.

## **2. Reading Curriculum**

The basis of the reading curriculum is the Texas Essential Knowledge and Skills (TEKS) and it is implemented through a balanced literacy model. This model was chosen after carefully studying the work of Fountas and Pinnell and other leaders in literacy research. Students participate in four kinds of reading daily which involve varied levels of teacher support: Read Aloud, Shared Reading, Guided Reading and Independent Reading. Comprehension, phonemic awareness, word solving strategies and text features are modeled during Read Aloud and Shared Reading using a mini-lesson format. During Read Aloud and Shared Reading, children engage in conversations about books and create deeper understandings of a text. The heart of the reading instruction occurs during Guided Reading. The teacher selects a book for a small group of students based on their instructional reading level. The session begins with a supportive text introduction by the teacher. The children then read the entire text to themselves as the teacher coach's individual students through the text. The session ends with a discussion of the text focused on the teaching objective introduced. Finally, during Independent Reading, children are given the opportunity to self-select texts and apply previously learned skills with little or no support from the teacher. The teacher uses this time to confer with individual students in order to address their unique needs. As students become more independent readers with greater comprehension, they are given opportunities to participate in Literature Circles and Book Clubs.

An important component to this model is continual assessment. The teacher frequently assesses students through running records and individual student conferences. This data is collected in order to inform the teacher's instruction and guide his/her decision making regarding planning for whole group, small group and individualized instruction. This ensures the needs of all students are met.

## **3. Mathematics Curriculum**

The math curriculum is based on the Texas Essential Knowledge and Skills (TEKS). Stewart teachers believe children learn best when given opportunities to construct mathematical meanings for themselves and the development of concepts is supported through the use of concrete materials and other forms of mathematical representation. Problem solving is heavily emphasized at Stewart because learning should be connected to real life. Lessons are planned which include challenging, high level instruction. Students learn that there is more than one way to solve a problem. By sharing the variety of methods that children utilized, everyone learns more. Teachers have also been trained in the importance of classroom conversations. Through skillfully guided classroom discussions, students are led to deeper mathematical understandings.

In preparing for math instruction, teachers plan for a short focus lesson daily where new concepts are taught. Literature which incorporates these concepts is often utilized to help students make real world connections. Next, students have the opportunity to practice their new understandings in pairs or small groups so that the majority of time is student-centered, active engagement. At first, much support is provided. As student understanding develops, the teacher steps back and allows for independent practice.

Students experience a spiral review of concepts daily using a bulletin board-based program that allows for focused problem solving practice and discussion of previously-learned content. Students having difficulty with concepts are provided immediate math interventions through small group instruction. Students are also supported through computer programs and various websites which provide practice in math fluency and problem solving.

#### **4. Instructional Methods**

Instructional methods employed by Stewart staff are research based. The staff believes that children learn best when they are given the opportunity to construct their own meaning rather than memorize disconnected facts. Whenever possible, information is presented to students within a contextual framework. Children learn that there can be more than one way to solve a problem and they are given time and opportunities to reflect on their own learning and thought processes.

Stewart staff also embraces the teachings of Vygotsky. Teachers believe that children should play an active role in their own learning and teachers are careful not to dictate their own meanings for children to memorize. Instead, teachers serve as facilitators of student learning. The amount of time teachers spend talking in front of the classroom is minimized and the spotlight is on the children as they construct meaning and reflect on their own understandings. Children learn to engage in thoughtful conversations. Stewart students often work collaboratively in pairs or small groups. Children also participate in conversations daily with teachers through individual conferences, small group instruction, and classroom discussions. Through these social interactions, learning is propelled.

Flexible grouping is an important instructional technique utilized daily and in every subject area. Teachers present new information in a mini lesson format during whole group instruction. Students then have the opportunity to apply new learning independently, in groups, or in pairs. While this is occurring, the teacher conferences with individual students or pulls small groups of students for additional, guided support. Teachers understand the need to scaffold new information for students and provide necessary support until children can independently apply new learning. This gradual release model is consistently applied throughout all disciplines. Students spend the majority of their school day reading, writing or problem solving.

#### **5. Professional Development**

Consistent, focused, sustained professional development has been the most important contribution to the success of Stewart Elementary students. Best teaching practices have been researched and all teachers have a clear understanding of Stewart's adopted teaching philosophy. These beliefs are also congruent with the vision of the school district. Staff development needs are determined by analyzing student assessment data and conducting frequent classroom observations. Teachers are also surveyed at the end of each year for input regarding their own professional development goals. Two full-time literacy coaches provide approximately 50 hours per year per teacher of staff development in language arts. This training occurs through an after school literacy course, book studies, modeled lessons, team planning sessions, and individual teacher conferences.

Math training is also critical to the campus. Stewart's math coach provides training during designated staff development days and during faculty meetings. Through individual math coaching sessions, teachers learn the most effective ways to make abstract math concepts concrete for children. The school district also supports professional development in math by providing powerful training such as Math Solutions which serves as the foundation for math instruction.

Professional development is also supported through vertical curriculum teams which meet monthly to discuss relevant issues in language arts, math and science and technology. Faculty meetings, designated staff development days and focus study groups also provide powerful opportunities for teacher growth.

## PART VII - ASSESSMENT RESULTS

**LaVace Stewart  
Clear Creek ISD  
Texas Third Grade Criterion Referenced Reading Test**

Subject: Reading (English) Grade: 3 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2006

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing months	Feb/Apr	Feb/Apr	Feb/Apr	Feb/Apr
<b>CAMPUS SCORES:</b>				
% Met Standards	100%	100%	100%	100%
% Commended	45%	50%	38%	27%
Number of students tested	62	60	57	64
Percent of total students tested	93%	93%	98%	97%
Number of students alternatively assessed	*10	*5	*2	*3
Percent of students alternatively assessed	14%	7%	2%	3%
<b>SUBGROUP SCORES:</b>				
<b>Economically Disadvantaged:</b>				
% Met Standards	100%	100%	100%	100%
% Commended	38%	29%	30%	14%
Number of students tested	26	28	23	28
<b>State TAKS Scores</b>				
% Passing	90%	89%	88%	90%

\*Data is masked for ten or fewer students.

**LaVace Stewart  
Clear Creek ISD  
Texas Third Grade Criterion Referenced Math Test**

Subject: Math (English) Grade: 3 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2006

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing months	April	April	April	April
<b>CAMPUS SCORES:</b>				
% Met Standards	100%	98%	95%	97%
% Commended	54%	38%	38%	28%
Number of students tested	56	59	58	65
Percent of total students tested	93%	97%	94%	96%
Number of students alternatively assessed	*4	*2	*4	*3
Percent of students alternatively assessed	7%	3%	6%	4%
<b>SUBGROUP SCORES:</b>				
<b>Economically Disadvantaged:</b>				
% Met Standards	100%	96%	100%	92%
% Commended	57%	32%	30%	23%
Number of students tested	23	28	23	26
<b>State TAKS Scores</b>				
% Passing	83%	82%	83%	91%

\*Data is masked for ten or fewer students.

## Texas Fourth Grade Criterion Referenced Reading Test

Subject: Reading (English) Grade: 4 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2006

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing months	April	April	April	April
<b>CAMPUS SCORES:</b>				
% Met Standards	96%	95%	95%	81%
% Commended	34%	29%	41%	19%
Number of students tested	74	56	58	67
Percent of total students tested	97%	100%	95%	94%
Number of students alternatively assessed	*2	*	*3	*4
Percent of students alternatively assessed	3%	*	5%	6%
<b>SUBGROUP SCORES:</b>				
<b>Economically Disadvantaged:</b>				
% Met Standards	97%	84%	91%	57%
% Commended	24%	11%	39%	7%
Number of students tested	34	19	23	30
<b>State TAKS Scores</b>				
% Passing	83%	80%	81%	86%

\*Data is masked for ten or fewer students.

**LaVace Stewart  
Clear Creek ISD**

**Texas Fourth Grade Criterion Referenced Math Test**

Subject: Math (English) Grade: 4 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2006

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing months	Apr.	Apr.	Apr.	Apr.
<b>CAMPUS SCORES:</b>				
% Met Standards	100%	93%	93%	90%
% Commended	44%	42%	48%	24%
Number of students tested	72	57	58	68
Percent of total students tested	99%	100%	95%	92%
Number of students alternatively assessed	*1	0	*3	*6
Percent of students alternatively assessed	1%	0	5%	8%
<b>SUBGROUP SCORES:</b>				
<b>Economically Disadvantaged:</b>				
% Met Standards	100%	100%	100%	81%
% Commended	35%	32%	52%	6%
Number of students tested	34	19	23	31
<b>State TAKS Scores</b>				
% Passing	84%	82%	79%	88%

\*Data is masked for ten or fewer students.

**LaVace Stewart  
Clear Creek ISD**

**Texas Fifth Grade Criterion Referenced Reading Test**

Subject: Reading (English) Grade: 5 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2006

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing months	Feb/Apr	Feb/Apr	Feb/Apr	April
<b>CAMPUS SCORES:</b>				
% Met Standards	100%	98%	89%	90%
% Commended	26%	35%	33%	24%
Number of students tested	54	56	64	70
Percent of total students tested	82%	97%	95%	93%
Number of students alternatively assessed	12	*2	*3	*5
Percent of students alternatively assessed	18%	3%	5%	7%
<b>SUBGROUP SCORES:</b>				
<b>Economically Disadvantaged:</b>				
% Met Standards	100%	100%	67%	93%
% Commended	0%	25%	11%	19%
Number of students tested	24	20	27	27
<b>State TAKS Scores</b>				
% Passing	81%	75%	74%	80%

\*Data is masked for ten or fewer students.

**LaVace Stewart  
Clear Creek ISD**

**Texas Fifth Grade Criterion Referenced Math Test**

Subject: Math(English) Grade: 5 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing months	Apr/May	Apr/May	Apr/May	April
<b>CAMPUS SCORES:</b>				
% Met Standards	100%	93%	94%	93%
% Commended	67%	48%	40%	20%
Number of students tested	55	57	65	71
Percent of total students tested	82%	97%	93%	93%
Number of students alternatively assessed	12	*2	*5	*5
Percent of students alternatively assessed	18%	3%	7%	7%
<b>SUBGROUP SCORES:</b>				
<b>Economically Disadvantaged:</b>				
% Met Standards	100%	100%	89%	96%
% Commended	60%	36%	25%	18%
Number of students tested	25	22	28	28
<b>State TAKS Scores</b>				
% Passing	82%	80%	73%	86%

\*Data is masked for ten or fewer students.