

# 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 Mr. Damon Patterson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address P.O. Box 349 201 2<sup>nd</sup> Street  
(If address is P.O. Box, also include street address.)

Meridian TX 76665-0349  
City State Zip Code+4 (9 digits total)

County Bosque State School Code 018-902

Telephone (254) 435-2731 Fax (254) 435-6099

Web site/URL www.meridianisd.org/elementary/index.html E-mail patterson@meridianisd.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. Billy Jack Henderson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Meridian ISD Tel. (254) 435-2081

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. Marie Garland  
(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 \_\_\_\_\_

## **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:       1   Elementary schools  
    Middle schools  
   1   Junior high schools  
   1   High schools  
    Other
- 3   TOTAL
2. District Per Pupil Expenditure:         \$9,534
- 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.   4   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	14	5	19	7			
K	14	16	30	8			
1	29	20	49	9			
2	23	23	46	10			
3	19	14	33	11			
4	17	17	34	12			
5	18	19	37	Other			
6	19	15	34				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>282</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:
- |             |                                  |
|-------------|----------------------------------|
| 66          | % White                          |
| 4           | % Black or African American      |
| 29          | % Hispanic or Latino             |
| 0           | % Asian/Pacific Islander         |
| 1           | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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: 14 %

[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	22
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	20
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	42
<b>(4)</b>	Total number of students in the school as of October 1	310
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.14
<b>(6)</b>	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 10 %  
27 Total Number Limited English Proficient

Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 157

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:  $\frac{10}{27}$  % 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>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  3  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  9  </u> Specific Learning Disability
<u>  2  </u> Emotional Disturbance	<u> 12  </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>  1  </u> Mental Retardation	<u>    </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:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 16  </u>	<u>    </u>
Special resource teachers/specialists	<u>  6  </u>	<u>    </u>
Paraprofessionals	<u>  4  </u>	<u>    </u>
Support staff	<u>  1  </u>	<u>    </u>
Total number	<u> 28  </u>	<u>    </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	95%	97%	97%	96%	96%
Daily teacher attendance	97%	98%	97%	98%	98%
Teacher turnover rate	12%	12%	0%	19%	0%

02-03 – 2 teachers moved, 1 retired; 04-05 – 1 teacher moved, 1 retired; 05-06 – 2 teachers left for administrative advancement

## **PART III - SUMMARY**

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Meridian Elementary lies in the heart of beautiful Bosque County. Meridian, Texas was established on July 4, 1854, incorporated in 1874 and is the county seat. Although it was a predominantly agricultural area, it did not take many years for the citizens of Meridian to see the important need for local education. Therefore, in 1889 Meridian took the responsibility away from the county and started its own Independent School District. For over 120 years the citizens of Meridian have placed education at the forefront of their community.

The present elementary school building was built in 1947 and housed grades kindergarten through twelve until 1996 when citizens approved a bond for the construction of a new junior high and high school. Once again, in May 2006 citizens of Meridian realized the need for a new elementary building and passed another bond, by a two to one margin. Overwhelming support from the community and school board coupled with dedication from the faculty and staff at Meridian Elementary has made it possible to achieve the highest honor from the Texas Education Agency, an Exemplary Rating.

Meridian Elementary's mission of providing an orderly, safe environment and challenging curriculum for all students to learn social, academic and technological skills necessary in a changing and global society is not just something on a sign; it is what each educator truly believes. It is this belief that continues to help Meridian overcome many obstacles in the education process.

Meridian Elementary has an exceptional school board that has taken a particularly active interest in the school's technological advancement. The school board, administration and staff realized the need for "country" kids to have the same quality of education as that of "city" kids. Teachers recognized their limited ability to take the students to the world so they opted to bring the world to them via technology. Meridian ISD took advantage of Chapter 41 of the Texas Education Code which provides a wealth equalizing provision between poor and wealthy school districts with the selling of its Weighted Average Daily Attendance (WADA). By partnering with wealthy school districts, Meridian ISD received WADA funds designated to be spent entirely on technology for the district. Meridian ISD has spent 1.8 million dollars in the past five years on improving technology and buying hardware and programs that promote learning. Meridian Elementary feels that technology integration in all subject areas and computer assisted programs have increased the achievement of all students.

Meridian Elementary is also very focused on giving back to the community. It helps the local food bank every year. This year alone the students, teachers and staff donated 3,325 lbs of food to Helping Hands of Bosque County. It also provides inclusion services to all special needs students of the Bosque County Educational COOP during lunch and physical education. Many extracurricular activities are supported by Meridian Elementary as well. Facilities are offered to Little Dribblers, Little League Baseball/Softball and Peewee Football/Cheerleading. Grandparent's Day, Muffins for Mom, and Pizza for Pop are also celebrated with students' families throughout the year. Meridian Elementary maintains a wonderful relationship with the retired residents of Meridian Manor too. The students have been able to participate in fashion shows, hallway parades, caroling, music programs and spring egg hunts.

The community, school board, administration and the 100% NCLB highly qualified staff of Meridian Elementary continually work together to insure the children of Meridian the opportunity to experience an exemplary education. Meridian Elementary is truly "The Best and Getting Better."

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Meridian Elementary School (MES) students are assessed through the state mandated Texas Assessment of Knowledge and Skills (TAKS) criterion-referenced assessment each spring. The teachers, staff and students recognize the importance of these assessments and excel in them each year. Last year, 2005-06, Meridian Elementary received the highest recognition from the state with an Exemplary Rating for the campus. Meridian Elementary was also awarded Gold Performance Commended Acknowledgements of Reading/ELA, Mathematics and Science. Comparable Improvement Acknowledgements were received in Reading/ELA and Mathematics. The mission of Meridian Elementary is that all students successfully achieve social, academic and technological skills necessary to succeed in a changing global society. Any other accomplishments or accolades bestowed upon Meridian Elementary are secondary to the mission.

The State of Texas requires all students in grades 3 through 6 to be tested with the TAKS test. Each of these grade levels are tested in reading and math. Students in 4<sup>th</sup> grade are also assessed in writing, while 5<sup>th</sup> graders are assessed in science. Texas law mandates all students in 3<sup>rd</sup> and 5<sup>th</sup> grades pass the reading portion of the TAKS test and for 5<sup>th</sup> grade students pass the math portion in order to be promoted to the next grade level. There are three categories of student performance for each test: “Commended Performance”, “Met the Standard” and “Did Not Meet the Standard”. Results are reported through a scale score. Students who “Meet the Standard” show sufficient understanding of the Texas Essential Knowledge and Skills (TEKS) tested. Students rating a “Commended Performance” perform at a level significantly higher than the passing standard. Additional information regarding state assessment can be found at <http://www.tea.state.tx.us/student.assessment/>.

In the past four years, MES has consistently achieved high expectations in grades 3 and 6 in reading and math. The data from the 2003 TAKS revealed areas of needed improvement in the 4<sup>th</sup> and 5<sup>th</sup> grade assessment areas. The task of individual teachers having to prepare each student for three assessments was overwhelming. The following year the 4<sup>th</sup> and 5<sup>th</sup> grades were departmentalized with each teacher responsible for one TAKS assessment area. In the 2004-05 year, classes were fifty-five minutes. Scores indicated that maximum student achievement was not attained, so class times were increased to seventy-five minutes. With the increase in instructional time, scores significantly improved for all students. The most significant improvement was made in science which rose from 55% to 90%. As a campus, MES has maintained a passing percent of 91-95% in reading and 83-98% in math in the past four years. The “Commended Performance” for the campus has been 27-52% in reading and 18-36% in math.

Disparity among subgroups does not exist on a consistent basis. Many times the subpopulations outperform the majority population. MES teachers are proud of this fact because each child is taught for his/her own needs, not a “label”.

Students who have been identified with a disability have several options for assessment. These students can be assessed with a TAKS test, a State-Developed Alternative Assessment (SDAII), or a Locally Developed Alternative Assessment (LDAA). For students with disabilities, the Admission, Review, and Dismissal (ARD) committee determines the appropriate assessment.

The Reading Proficiency Test in English (RPTE) is given to English Language Learners (ELL’s) until a level of mastery is reached.

## **2. Using Assessment Results:**

Meridian Elementary School uses a variety of assessments throughout the school year to ensure students are meeting state and local learning objectives. The importance of acquiring reading skills is at the forefront of MES student success. Students in grades K-2 are assessed with the Texas Primary Reading Instrument (TPRI) to ensure their reading proficiency. Kindergarten students are assessed twice a year, with 1<sup>st</sup> and 2<sup>nd</sup> graders being assessed three times a year. Students who need enrichment in reading receive additional help from a reading specialist.

Students in 1<sup>st</sup> through 6th grades are given a STAR reading test to assess their reading progress throughout the year.

Students in grades 3-6 are given benchmark assessments throughout the year to measure strengths and weaknesses. The campus disaggregates data from prior state administered tests and benchmarks to develop a plan for each student. Teachers use the disaggregated data to plan classroom instruction as well as individual and small group instruction to target problem areas. A content mastery teacher is also utilized to provide targeted assistance for identified students.

Teachers use a variety of assessment instruments throughout the year to meet their individual needs and those of their students. These range from informal observations to released TAKS tests.

Students identified as Limited English Proficient (LEP) have additional assistance from the English as a Second Language (ESL) teacher.

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

Meridian Elementary communicates student performance through a variety of means. Each year, before the first day of instruction, Meridian Elementary holds a Meet the Teacher Night. Teachers go over academic requirements with parents and answer questions at this time, thus creating a team in educating. Parents know that the doors are always open to them. In January of each year, teachers meet with each parent individually to discuss student progress and concerns.

Teachers and parents keep the lines of communication open through e-mail, phone calls, personal visits, and notes throughout the school year. MES maintains a campus website where parents can check upcoming events, menus, and other necessary information.

Individual performance of classroom skills is related to parents through six week report cards. Additionally, all students in grades 3 – 6 receive three week reports as well, whether failing or passing. Meridian Elementary distributes a Student Success Initiative letter to 3<sup>rd</sup> and 5<sup>th</sup> graders (as required by the state) to insure their success in reading and math.

Results of TPRI testing are conveyed to the parents of each K-2 student after each administration. Results of benchmark testing for grades 3 through 6 are conveyed as well. Along with these results teachers indicate the amount of, or lack of progress, and if students need extra tutoring. Results of state tests (TAKS) are distributed with all students along with an explanation of the results.

The state of Texas requires each campus to send home the School Report Card (the state accountability report), based on the state's Academic Excellence Indicator System.

## **4. Sharing Success:**

Meridian Elementary believes that sharing knowledge is the key to improving teaching and learning for all students. MES teachers freely share their ideas with teachers on the home campus as well as those from other districts. Through this sharing, today's leaders will become even better leaders tomorrow. MES recognizes that "teachers teaching teachers" with successful strategies will breed success

in the classroom. With that in mind, MES structures in-service trainings around the needs of student success with MES teachers sharing their successful strategies.

Educators from other districts have visited the MES campus to learn about the successful writing program, departmentalization, and the implementation of technology. MES feels privileged to help other districts achieve academic success.

Meridian master teachers mentor future teachers from Tarleton State University. This is a privilege MES does not take lightly. It is an opportunity to help a future educator develop the skills and techniques that will lead to success in the classroom. Mentor teachers are also called upon to deliver training and workshops throughout the area and state.

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

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### **1. Curriculum**

The curriculum taught at Meridian Elementary has been fine-tuned throughout the past few years. Teachers have worked tirelessly to align the curriculum horizontally and vertically in order to provide a curriculum that will challenge all students. Texas mandates that students be taught a curriculum that is tied to the TEKS and aligned to the TAKS objectives. Teachers document in weekly lesson plans and TEKS check lists the teaching of these skills. Student success is at the heart of every curriculum decision. Teachers meet at grade-to-grade level meetings to relay to one another the skills students must have before entering the next grade

Reading is the basis for all learning. It is with that belief that students are taught at MES. Teachers hold to the theory that students in grades K-2 are “learning to read” while those in 3-6 are “reading to learn”. The reading curriculum is designed to do just that: teach the younger students to read and the older students to apply the reading skills. MES began to realize success in all academic areas when students began entering the 3rd grade reading at or close to grade level. The writing curriculum used at MES was developed by MES teachers and modeled after The Writing Academy. Implemented in grades kindergarten through 6th grade, this program has been highly successful due to the progression of skills from grade level to grade level.

Saxon Math provides the mathematics curriculum for the MES campus. The Saxon curriculum is an activity-based program that ensures consistency of instruction and development. The curriculum is aligned to the TEKS and TAKS and provides daily lessons in whole group and individual learning. Concepts (quantitative reasoning, algebraic thinking, critical thinking, problem solving, etc.) are presented in a consistent manner, spiraling as they develop and introduce more complex concepts. Teachers enrich the Saxon curriculum with technology and teacher made activities.

The science curriculum is a source of pride at Meridian Elementary. For many years science was put on the back burner in order to focus on math and reading objectives. The success of the reading curriculum enabled all grade levels to focus more on science. Teachers have adopted a hands-on science curriculum with a campus developed scope and sequence. Mobile science carts enable all grade levels to have access to materials for experiments. The use of United Streaming, an online digital video-based learning resource from Discovery Education, enables teachers to have the latest educational videos at their disposal to enhance the science curriculum.

The Fine Arts program encompasses visual and performing arts. All students participate in art class. This

program has celebrated the honor of having six students' artwork chosen for the Texas Art Educators Association "Youth Art Month" exhibit in the past three years. In addition to this achievement, one student had his artwork chosen to be on display in the governor's office for a year with a special reception held in his honor. Another outstanding Art student won 3<sup>rd</sup> place in a national art contest sponsored by Royal Brush Company, receiving \$250 in art supplies for both the student and the elementary school. In 2005, the Art department applied for and received \$2,500 from the Michael Jordan Fundamentals Grant for the "Creating Character through Clay" project. A kiln and art supplies were purchase with this money providing an opportunity for students to explore a 3-D art medium. In addition to the Visual Arts, is the Performing Arts program. The "Fiesta Dancers" were created as a result of this after-school program. These groups perform Mexican Folk dances in colorful costumes at local events, nursing homes, and for area schools' Cinco de Mayo celebration. Fiesta Dancers serve as positive role models for other students, as well as promoting happiness and goodwill through the spirit of dance. The diversity of students range from grades 2-6, Special Education to Gifted/Talented, and all ethnicities.

### **2a. Reading:**

"Reading to Learn" and "Learning to Read" are the two theories upon which Meridian Elementary bases its reading curriculum upon. Students in kindergarten through second grade are taught with a phonics based reading curriculum in order to acquire reading skills. The reading curriculum encompasses whole class instruction, guided reading groups, learning centers, word attack skills, fluency practice as well as a continual assessment of skills. Students who need enrichment are sent to the reading specialist. Students who qualify receive services from ESL and Special Education teachers. The computer lab and classroom computers are utilized to access reading programs to target concepts and build reading skills.

Students in 3<sup>rd</sup> through 6<sup>th</sup> grades focus on comprehension, vocabulary development, reading response, and literary concepts. Students participate in whole class instruction, cooperative groups, and novel studies. Students in these grades must take the TAKS reading test with 3<sup>rd</sup> and 5<sup>th</sup> graders passing for promotion. Teachers assess students through weekly comprehension tests, vocabulary building activities and benchmark assessments to ensure their success on the TAKS test. The computer lab and classroom computers provide teachers with programs to enhance and enrich instruction. A reading enrichment teacher is also used for targeted instruction.

Students in all grade levels participate in a sustained reading time in which they read Accelerated Reader (A.R.) leveled books and take tests. This gives students individual reading practice on their reading level and builds fluency, comprehension and reading ability. Meridian Elementary does not award tangible items in the A.R. program. The goal of every teacher is to create a love of reading for all students. The student "award" is the love of reading. Students can be seen taking books to read during lunch, walking back from the library with their noses in a book and stopping to discuss a book with a teacher in the hall. Building success in the reading program has built lifelong readers and success in all curriculum areas.

### **3. Technology:**

The goal of using technology at Meridian Elementary is not to let the computer do the teaching, but to enhance learning through technology. Meridian Elementary is very blessed to have the most up to date technology resources at our fingertips. These resources include:

- a SMART Board in every classroom
- 2 mobile wireless labs with 25 laptops
- 3 classroom computers in each room
- computer lab with 24 computers and SMART Board
- classroom responder set
- teacher computer for every teacher.

These resources are put to constant use with a variety of software applications and learner directed activities. Teachers are able to use the SMART Boards to present daily lessons in a fun, interactive manner that involves the learner. Keeping a student engaged throughout an entire lesson can be challenging in today's environment of iPods, instant messaging and video games, but SMART Boards can stimulate students the same way these sources of entertainment can, making learning more enjoyable. This technology reaches all learning types and allows teachers to print out digital notes taken during class for students to review at a later date. Simply by touching the large display, users can access and control any computer application or multimedia platform, including the Internet, CD-ROMs and DVDs.

The purchase of these interactive white boards was a major commitment to a change in methodology in the classroom for MES. Meridian Elementary was featured in a news release from SMART for its initiative vision.

All of these resources are put to work with software applications that are learner centered.

These include:

- learning lab using Classworks Gold
- writing reports and creating presentations using Microsoft Office software
- internet research
- United Streaming videos
- Webccat - a web-based comprehensive curriculum assessment tool
- virtual field trips
- Webquests.

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

Meridian Elementary is a campus comprised of students in pre-kindergarten through 6<sup>th</sup> grade. All educators on campus recognizes that instructional methods will differ greatly from grade level to grade level and class-to-class. While the following are found in all classrooms, teachers at MES are encouraged to find what is successful and to share those successful methods with others to use in their classrooms.

Accelerated Reading – As previously mentioned, A.R. plays a vital part of the reading curriculum. Combined with STAR Reading (a computer test to determine reading levels) students are assigned a reading level. Students then read from that level in three ways: read to, read with, or read alone. Students in lower grades are frequently read to or with and the test assesses their comprehension. As students become more independent readers, they read and test alone to assess their comprehension and reading level. A.R. time is a sustained silent reading time that has proven to be beneficial in state assessment situations. The A.R. program increases student stamina, comprehension, concentration and reading level.

Technology and computer-assisted instruction are an important instructional method for all teachers. Principal Damon Patterson proved the positive effect of computer-assisted instruction in his study “The Effects of Classworks in the Classroom”. The study can be viewed at <http://www.techlearning.com/shared/printableArticle.php?articleID=170702884>. With this proven success, teachers continue to use computer-assisted instruction with daily success.

Field trips are also an important instructional method at MES. The rural setting of Meridian does not allow many of the students experience the outside world. Through the use of the internet teachers are able to bring the world to Meridian, but there is no substitute for experiencing the real thing! With that in mind, teachers arrange field trips that not only provide an academic learning experience but a life learning experience. Many students have never experienced going to a museum, theater, zoo or even a fast food restaurant for lunch until a class field trip.

Gifted and Talented students are often an overlooked population. This is not the case at Meridian Elementary. Every classroom teacher is certified in G/T. Students receive instruction geared to their individual needs. In addition, a G/T teacher provides instruction through Meridian's Program Addressing Children's Talent (MPACT). Students are provided with an individual curriculum to enhance their learning. Individual projects are assigned throughout the year to promote higher level thinking skills.

### **3. Professional Development:**

Student success and needs drive the professional development of the staff and faculty of Meridian Elementary School. Several years ago, the Site-Based Decision Making Team made it a priority that professional development target the real needs of the students served at MES. With that goal in mind, Meridian Elementary has a 100% NCLB Highly Qualified staff. In addition, every teacher on campus is certified in Gifted and Talented. Every grade level has a certified teacher in ESL.

Meridian Elementary teachers know the needs of their students better than anyone else. The 15.3 average years of experience of staff members (with an average of 8.8 years at MES) brings a lot of expertise to the training table. Therefore, the administration provides workshops taught by campus teachers targeting those needs.

Each year staff development is presented in Technology, Special Education, Gifted and Talented, ESL, and the content areas determined from a needs assessment completed by teachers.

The administration also encourages teachers to attend conferences and workshops they feel will benefit the staff and students. Many times these teachers return to the campus and "teach the teachers". Seeking additional certifications and degrees is encouraged as well. Meridian Elementary is committed to growing its own administrators and specialists.

## PART VII - ASSESSMENT RESULTS

### TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

(State Criterion-Referenced Test)

Subject Reading 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 Month	Feb.	Feb.	Feb.	Feb.
<b>SCHOOL SCORES</b>				
% Met Standard	93%	96%	100%	100%
% Commended Performance	55%	32%	54%	37%
Number of Students Tested	29	28	30	40
Percent of total students tested	91%	88%	88%	93%
Number of students alternatively assessed	2	4	2	2
Percent of students alternatively assessed	6%	12%	6%	5%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	94%	100%	100%	100%
% Commended Performance	84%	33%	54%	41%
Number of Students Tested	19	15	24	27
Economically Disadvantaged				
% Met Standard	92%	93%	100%	100%
% Commended Performance	33%	33%	36%	41%
Number of Students Tested	12	15	14	22

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**  
(State Criterion-Referenced Test)

Subject Mathematics

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 Month	Apr.	Apr.	Apr.	Apr.
<b>SCHOOL SCORES</b>				
% Met Standard	100%	89%	96%	100%
% Commended Performance	20%	24%	30%	23%
Number of Students Tested	30	29	30	40
Percent of total students tested	100%	100%	94%	100%
Number of students alternatively assessed	0	0	2	0
Percent of students alternatively assessed	0%	0%	6%	0%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	100%	100%	100%	100%
% Commended Performance	20%	35%	27%	26%
Number of Students Tested	20	17	22	27
Economically Disadvantaged				
% Met Standard	100%	80%	92%	100%
% Commended Performance	25%	7%	23%	30%
Number of Students Tested	12	14	13	23

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**  
(State Criterion-Referenced Test)

Subject Reading 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 Month	Apr.	Apr.	Apr.	Apr.
<b>SCHOOL SCORES</b>				
% Met Standard	90%	85%	95%	90%
% Commended Performance	23%	23%	28%	16%
Number of Students Tested	30	26	39	31
Percent of total students tested	86%	96%	93%	97%
Number of students alternatively assessed	5	1	3	0
Percent of students alternatively assessed	14%	4%	7%	0%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	94%	79%	92%	85%
% Commended Performance	29%	21%	30%	21%
Number of Students Tested	17	19	27	14
Economically Disadvantaged				
% Met Standard	80%	73%	93%	88%
% Commended Performance	13%	18%	20%	11%
Number of Students Tested	16	11	15	18

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**  
(State Criterion-Referenced Test)

Subject Mathematics 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 Month	Apr.	Apr.	Apr.	Apr.
<b>SCHOOL SCORES</b>				
% Met Standard	93%	85%	92%	94%
% Commended Performance	14%	19%	16%	6%
Number of Students Tested	29	27	38	32
Percent of total students tested	83%	100%	91%	100%
Number of students alternatively assessed	6	0	4	0
Percent of students alternatively assessed	17%	0%	9%	0%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	100%	95%	88%	93%
% Commended Performance	13%	21%	19%	13%
Number of Students Tested	16	19	26	15
Economically Disadvantaged				
% Met Standard	87%	82%	93%	89%
% Commended Performance	13%	18%	7%	0%
Number of Students Tested	16	11	15	18

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**  
(State Criterion-Referenced Test)

Subject Reading 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 Month	Feb.	Feb.	Apr.	Apr.
<b>SCHOOL SCORES</b>				
% Met Standard	90%	87%	75%	91%
% Commended Performance	42%	31%	21%	22%
Number of Students Tested	31	39	34	32
Percent of total students tested	94%	93%	92%	89%
Number of students alternatively assessed	2	3	2	4
Percent of students alternatively assessed	6%	7%	5%	11%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	87%	88%	88%	86%
% Commended Performance	42%	35%	33%	18%
Number of Students Tested	24	26	18	22
Economically Disadvantaged				
% Met Standard	85%	88%	62%	93%
% Commended Performance	38%	24%	14%	13%
Number of Students Tested	13	17	22	15

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**  
(State Criterion-Referenced Test)

Subject Mathematics 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 Month	Mar.	Mar.	Apr.	Apr.
<b>SCHOOL SCORES</b>				
% Met Standard	100%	89%	94%	97%
% Commended Performance	45%	21%	24%	6%
Number of Students Tested	31	38	33	34
Percent of total students tested	91%	91%	89%	94%
Number of students alternatively assessed	1	4	3	2
Percent of students alternatively assessed	3%	9%	8%	6%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	100%	92%	94%	100%
% Commended Performance	38%	24%	39%	9%
Number of Students Tested	24	25	18	22
Economically Disadvantaged				
% Met Standard	100%	82%	95%	94%
% Commended Performance	38%	18%	14%	0%
Number of Students Tested	13	17	21	17

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**  
(State Criterion-Referenced Test)

Subject Reading Grade 6

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 Month	Apr.	Apr.	Apr.	Apr.
<b>SCHOOL SCORES</b>				
% Met Standard	100%	100%	97%	98%
% Commended Performance	78%	47%	46%	29%
Number of Students Tested	37	32	37	42
Percent of total students tested	93%	100%	90%	93%
Number of students alternatively assessed	2	0%	4	1
Percent of students alternatively assessed	5%	0%	10%	2%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	100%	100%	96%	97%
% Commended Performance	84%	65%	50%	37%
Number of Students Tested	25	17	28	30
Economically Disadvantaged				
% Met Standard	100%	100%	94%	96%
% Commended Performance	71%	29%	29%	13%
Number of Students Tested	14	17	17	24

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**  
(State Criterion-Referenced Test)

Subject Mathematics Grade 6

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 Month	Apr.	Apr.	Apr.	Apr.
<b>SCHOOL SCORES</b>				
% Met Standard	100%	94%	100%	95%
% Commended Performance	61%	56%	43%	34%
Number of Students Tested	36	32	37	44
Percent of total students tested	90%	100%	90%	98%
Number of students alternatively assessed	3	0%	4	1
Percent of students alternatively assessed	8%	0%	10%	2%
<b>SUBGROUP SCORES</b>				
White				
% Met Standard	100%	94%	100%	97%
% Commended Performance	63%	82%	44%	39%
Number of Students Tested	24	17	27	31
Economically Disadvantaged				
% Met Standard	100%	94%	100%	96%
% Commended Performance	71%	35%	33%	32%
Number of Students Tested	14	17	18	25