

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

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

Official School Name Kelley/Dodson Elementary (nominated as the former Kelley Elementary School) (As it should appear in the official records)

School Mailing Address 500 North Soland (If address is P.O. Box, also include street address)

Denver City TX 79323-2824 City State Zip Code+4 (9 digits total)

Tel. (806) 592-5920 Fax (806) 592-5929

Website/URL www.dcisid.org E-mail ricky.cox@dcisid.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 2-9-04

Name of Superintendent* Mr. G. Steve Mills (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Denver City Independent School District Tel. (806) 592-5900

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 2-9-04

Name of School Board Mrs. Davela Parker President/Chairperson President (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 2-9-04

*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 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other (Briefly explain)
- 3 TOTAL
2. District Per Pupil Expenditure: \$7664
- Average State Per Pupil Expenditure: \$7088

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. 1 Number of years the principal has been in her/his position at this school.
- 3.5 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-----------|------------|--------------|-------------|
| K | 37 | 34 | 71 | 7 | | | |
| 1 | 49 | 53 | 102 | 8 | | | |
| 2 | 35 | 41 | 76 | 9 | | | |
| 3 | 51 | 46 | 97 | 10 | | | |
| 4 | 46 | 48 | 94 | 11 | | | |
| 5 | 36 | 48 | 84 | 12 | | | |
| 6 | | | | Other:PK | 46 | 46 | 92 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 616 |

6. Racial/ethnic composition of the students in the school: 36.1 % White
0.9 % Black or African American
62.6 % Hispanic or Latino
.4 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 14.9 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

| | | |
|-----|--|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 18 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 35 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 53 |
| (4) | Total number of students in the school as of October 1 | 543 |
| (5) | Subtotal in row (3) divided by total in row (4) | .149 |
| (6) | Amount in row (5) multiplied by 100 | 14.9% |

8. Limited English Proficient students in the school: 20.97%
129 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: English, Spanish, German

Students eligible for free/reduced-priced meals: 67.3 %

414 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18.3 % (includes speech, Pre-K, & PPCD)
113 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>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>31</u> Specific Learning Disability |
| <u>1</u> Hearing Impairment | <u>90</u> Speech or Language Impairment |
| <u>3</u> Mental Retardation | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Multiple Disabilities | <u>0</u> Visual Impairment Including Blindness |

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

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>2</u> | _____ |
| Classroom teachers | <u>36</u> | _____ |
| Special resource teachers/specialists | <u>11</u> | _____ |
| Paraprofessionals | <u>10</u> | _____ |
| Support staff | <u>3</u> | _____ |
| Total number | <u>62</u> | _____ |

12. Average school student-“classroom teacher” ratio: 13:1
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.)

| | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96 | 96.2 | 96.6 | 96.2 | 96 |
| Daily teacher attendance | 95 | 93 | 95 | 96 | 96 |
| Teacher turnover rate | .26 | 0.0 | 0.03 | 0.06 | 0.03 |
| Student dropout rate | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate | N/A | N/A | N/A | N/A | N/A |

Part III - Summary

Kelley Elementary School in Denver City, Texas, is a small, rural school located on the Texas- New Mexico border in Yoakum County. Nestled among pump jacks and agricultural fields approximately eighty miles southwest of Lubbock and eighty-five miles northwest of Midland-Odessa, the district is among two in the county. A district with 154 square miles, a total of 615 students walk through Kelley Elementary doors each day into a learning environment that houses grades Pre-Kindergarten through fifth grade. Of the student population, ninety-two students participate in half-day Pre-Kindergarten classes offered to all children who reach the age of four on or before September 1st.

Founded in 1940, Denver City Independent School District consists of three campuses, including Denver City High School, William G. Gravitt Junior High, and Kelley-Dodson Elementary School, a newly consolidated campus housing Pre-Kindergarten through fifth grades. The adaptability of the school has become evident as last year's Pre-Kindergarten through third grade Kelley Elementary and fourth through fifth grade Dodson Intermediate campuses were consolidated into a single campus renamed Kelley-Dodson Elementary School. Kelley Elementary students and parents richly benefit through collaborative efforts shared with Shapes Head Start Program and Yoakum County Family Literacy Program, which holds the distinguished honor of receiving the First Lady's Family Literacy Initiative for Texas in 2003.

Denver City schools remain the hub of the community with many of the activities centered on student involvement from academics to athletics. Classified as a Chapter 41 school, the schools once had ample funds for students; however, due to the wealth equalization law known as "Robin Hood," they now find themselves operating with bare minimums. Downsizing of oilfield workforces resulted in a major economic impact as well as a decline in city and school populations. To add insult to injury, our only other major economic resource, agriculture, suffered disaster over the last three years. The U.S. Census reports a 27.9% decrease in population between 1990 and 2002 with a proportionate school enrollment decline.

When the staff could just throw in the towel, they rose to the challenge, realizing that despite economic conditions, they are charged with educating tomorrow's future today. A Title I School-Wide Campus, Kelley Elementary is blessed with a rich background of "highly qualified" educators with an average sixteen years experience. Little turnover or grade reassignments contribute to the academic success of students. The faculty constantly models high standards of instructional practices while mentoring the few beginning educators in an effort to chart the mission, "To improve the performance of each student." The campus takes its vision, "Build the future...one student at a time," to heart as educators do everything within their power to create a student-focused school climate. Providing individualized needs, the campus offers many services required to ensure no child is left behind. Individualized services include counseling, speech-language therapy, special education, Preschool Program for Children with Disabilities, and At-Risk Reading and Math intervention. In addition, the school provides remedial reading, dyslexia identification and programming, gifted and talented classes, bilingual education, and computer labs with research-based learning program.

Part IV – Indicators of Academic Success

1. Meaning of School Assessment Results

Disaggregation of test data is a driving force behind all student-centered decisions for Kelley Elementary students. Teachers derive data from multiple sources, including the Texas Assessment of Academic Skills (TAKS), benchmark testing, individualized testing, Texas Primary Reading Inventory (TPRI), Tejas LEE, anecdotal records, progress reports, and observation, which they use to make individualized decisions for students as well as all curricular decisions. The data presented is reflective of Kelley Elementary third graders and Dodson Intermediate fourth and fifth graders and has been disaggregated to the best ability possible with the reconfiguration of the campus.

The school employs various means of communicating testing results with all stakeholders. Kelley Elementary makes every effort to assist stakeholders in fully understanding testing results and how those results drive the instructional decisions, curriculum decisions, campus decisions, and budget decisions for the school. Thus, they were very excited to share the continual improvement over the past five years, and especially pleased to explain the rise in scores over the past three years, gaining the campus a rating from Acceptable to Recognized to Exemplary from the Texas Education Agency. In the meetings with various stakeholders, campus administrators used charts and graphs which displayed how the campus had made focused efforts to improve and how they had incorporated the best instructional practices to meet the needs of each individual student.

Campus personnel for Kelley Elementary explained that the scores from the Texas Assessment of Academic Skills (TAAS) to the Texas Assessment of Knowledge and Skills (TAKS) are definitely a point of pride considering how the students and staff rose to the challenge of increased standards and state accountability. In the meetings with the parents of third graders, community members, and the Board of Trustees, scores proved an increase over the past five years for students who met standards in reading from 88.7% to 98.8%, an increase of 10.1% locally and 9.8% above the state average. The same story is true in math where students who met standards increased from 82.2% to 100.0%, an increase of 17.8% over five years, and 8.0% above the state average last year.

The staff, both professional and paraprofessional, takes great pride in the tireless efforts of students to exceed expectations on the assessment instruments. The school population, comprised of 62.6% Hispanic, .9% African American, .5% Asian/Pacific Islander, and 36.1% Anglo, proved that the desire to excel is a contributing factor in student success. In addition, the school has a free/reduced meal program rate of 67.3% and a mobility rate of 14.9%. Three languages are spoken in the school, including English, Spanish, and German.

Staff uses various methods of sharing results with all stakeholders, including individual conferences, group presentations using charts and graphs, newspaper announcements, reports included with progress reports, and public service announcements on the school's television station, Channel 16. Kelley Elementary takes great pride in acknowledging the students, parents, educators, support staff, and the entire community for the time-intensive and dedicated work that has brought about the increase in all students' scores on state assessment instruments. Such pride is extended beyond the assessment scores to the development of life long learning skills.

2. Using Assessment to Improve Student and School Performance

The use of assessment data is the driving force behind all curricular and staff development decisions as well as the cornerstone in identifying individual student needs. Data is derived from various instruments to identify student needs. Determination of instructional direction, remediation areas, staff development, and budgeting are all directly correlated to the various assessment instrument results.

Staff believes that reading skills are a critical teaching area for all students and have made a direct effort to identify needs by using such assessment instruments as the Texas Assessment of Knowledge and Skills (TAKS), the prior Texas Assessment of Academic Skills (TAAS), released TAKS assessments, Texas Primary Reading Inventory (TPRI), STAR testing of reading levels, and campus-developed benchmark tests.

Each year, staff spends time disaggregating assessment results by breaking the results down by individual subject area, classrooms, student, and even individual questions. Because the Texas Assessment of Knowledge and Skills assessment is directly correlated to the Texas Essential Knowledge and Skills, staff can ensure that the mandated curriculum is taught to mastery. Throughout the year, staff has ample opportunities to engage with colleagues and administrators through individual grade level meetings to determine a course of action for all students. Parents are also an integral part of the decision-making process and are given the opportunity to provide input during site-based committee meetings and during parent forums. At the beginning of the school year, teachers and administrators develop a plan of attack for instruction and scope and sequence of the curriculum based upon assessment results. The process continues throughout the school year as educators, both teachers and administrators, meet periodically to assess students using benchmark exams to ensure adequate progress and to modify both individual and classroom instruction as needed.

3. Communication of Student Performance

Establishing a good home-school connection is the focus of the “Meet the Teachers” evening hosted within the first three weeks of the year. Teachers utilize the evening to positively interact with parents and to introduce grade level expectations and the various assessments students will be taking during the year. Teachers then use a face-to-face interaction through individual parent conferences where they explain in detail the various objectives students are expected to master on the Texas Assessment of Knowledge and Skills (TAKS). During the meeting, teachers are able to identify individual student strengths and weaknesses. The availability of telephones in each classroom allows teachers to continually communicate with parents regarding their student’s strengths as well as any concerns.

Kelley Elementary staff host a meeting with third grade parents early in the school year as a connection to understanding the state standards on the Texas Assessment of Knowledge and Skills. During the meeting, teachers and administrators have the opportunity to explain the significance of the Student Success Initiative. Parents are given the opportunity to clarify any misconceptions and to receive tips to assist their children to be successful on TAKS. Fourth and fifth grade staffs hold individual conferences with students’ parents to discuss TAKS. Additionally, administrators and bilingual educators attend a session at the Yoakum County Family Literacy Center to present the information in the parents’ dominant language. Parents and stakeholders receive additional information regarding academic success during Six Week Assemblies. Administrators also use the assemblies to deliver information regarding upcoming testing information.

Parents, students, and stakeholders receive written reports regarding assessment results through various means. The state’s campus report card and individual student results are mailed to all parents. Stakeholders may view campus report cards via the Denver City Press (local newspaper), school cable Channel 16, and through Board of Education reports. District and Campus Site-Based Decision Making Committee meetings and Title I Campus Parent Meetings afford stakeholders the opportunity to review assessment data.

4. Sharing Successes

Kelley Elementary administrators, teachers, parents, and students take advantage of every opportunity to share successes. Networking with administrators and teachers across the state allows personnel the opportunity to share the successes of the school. Regional and state conferences offer personnel an opportunity to establish a network of professionals across the state with whom they are able to share strategies and techniques that have brought positive results in assessments and curricular issues. The network is kept active through the use of an E-mail delivery system, allowing professionals to connect to other professionals seeking assistance in increasing their own student success rates.

Kelley Elementary staff invites and welcomes visitors from across the state to view its “learning in progress” through on-site visits from various school districts. Visitors are encouraged to walk-through classrooms, to interact with teachers and paraprofessionals, to talk with students about their learning, and to view the curriculum in progress. Professionals offer visitors successful strategies to implement in their classrooms. Professionals are also encouraged to present at regional and state conferences as a means to promote the school and to continue to improve their own curriculum.

Group discussions, site-based committees, and faculty meetings give staff the opportunity to share their findings and to make decisions concerning needed changes to improve student performance. Teachers and administrators take part in both scheduled and unscheduled opportunities to collaborate, observe lessons, discuss curriculum, and share innovative ideas. The programs at Kelley Elementary will continue to focus on parent/community meetings and networking to share successes. E-mail, local newspaper, regional newspapers, Cable Channel 16, and the district web page will continue as modes of outreach to promote success.

Part V. Curriculum and Instruction

1. The School’s Curriculum

Kelley Elementary has taken a proactive approach to vertically and horizontally align the curriculum, contributing to the success of the school. At the core of the curriculum is the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. All skills outlined in the TEKS are addressed in each curriculum area, and those skills are taught to mastery. Alignment across and within grade levels assures all students are presented the same concepts.

The foundation curriculum and core of each curriculum area for all grade levels is based upon the TEKS. Students receive instruction in all curricular areas including reading, language arts, math, science, social studies, health, physical education, and fine arts. The TEKS offers a comprehensive curriculum that ensures students have the necessary knowledge to be successful at subsequent grade levels and on the Texas Assessment of Knowledge and Skills (TAKS). A dual-language bilingual program addresses the needs of students whose dominant language is

one other than English. Regardless of whether students require bilingual services or special education services or mainstream education, all students receive a TEKS-based curriculum. Students also have the opportunity to connect to their global community through an Internet connection in computer labs.

Additionally, educators use a multidisciplinary approach to learning that allows students to make connections across all curricular areas. The hands-on approaches allow students opportunities for discovery and subsequent application of knowledge through units of study. Teachers also understand the importance of quality literature as the springboard for learning during the formative years. Literature reinforces concepts in the classrooms, during library hours, and during special classes, and teachers work collaboratively within grade levels and with support personnel to ensure that literature choices reinforce units of study.

Special efforts were made to begin the process of curriculum alignment, with educators actively taking part in the process. Core area teachers used a collaborative method to align the curriculum horizontally, and then they undertook aligning the curriculum vertically by using a “teaming” approach. They met together as teams of teachers in a directed manner of identifying and filling any gaps in the curriculum. For example, second grade teachers met with first and third grade teachers to identify needs improvements. Next, the second grade teachers met with kindergarten and first grade teachers. The process continued until each grade level had met with the grades above and below them to ensure that the curriculum addressed all Texas Essential Knowledge and Skills (TEKS) as well as Texas Assessment of Knowledge and Skills (TAKS) objectives. By using this technique, teachers were better prepared with an understanding of prior student knowledge and knowledge needed to be successful at the next level. Educators understand that curriculum is ever-evolving and ever-changing, and they focus upon delivering a curriculum that meets individual student needs rather than forcing students to fit a curriculum.

2. The School’s Reading Curriculum

Kelley Elementary’s reading success is attributed to the philosophy that reading is the foundation of student learning. Teachers understand that students undergo a transformation from learning to read to reading to learn. Each grade level feels responsible for student mastery on the Texas Essential Knowledge and Skills, which directly relates to the Texas Assessment of Knowledge and Skills. The success in the curriculum can be attributed to an eclectic approach in which no one instructional program or method is believed to meet the needs of every child.

When teachers were presented the challenge of TEKS and the Student Success Initiative, they took a proactive approach by writing a reading curriculum to meet individual student needs. Several approaches were implemented in an effort to meet the varying learning styles of students.

Teachers were afforded the opportunity to attend the Reading Academies Training, and they came away with many innovative approaches to meeting varying students’ needs. Also, teachers were trained in the Texas Primary Reading Inventory (TPRI), which allows teachers to identify strengths and weaknesses in young students, as well as offering sample lessons which fill learning gaps. Knowing that a single basal-approached reading program can never fit the needs of every student, teachers opted to approach reading through multiple approaches including Scholastic Reading, McGraw-Hill Reading, trade books, Four Block Reading that integrates all of the language arts, guided reading, genre studies, author studies, Power Reading, choral reading, Fluent Reader, Leap Pad, and self-selected literature. In addition, the Fast ForWord program, a computer-based training system, provides remediation to ensure adequate

student progress in language, reading and learning skills. Technology-based reading development provides intensive instruction in fluency and comprehension. Students requiring additional help attend small group classes, allowing one-on-one instruction in fluency and comprehension.

3. Another Curriculum Area

Kelley Elementary staff also understands the importance of math skills for their students. The staff has made a connection between the student's ability to read and comprehend and the ability to perform mathematical computation. Thus, they investigated multiple approaches to teach math.

Again, the math curriculum is based upon the Texas Essential Knowledge and Skills foundation. Because students must master the TEKS, teachers spent intensive time studying various curricula that would fit the needs of the individual students. The younger students are exposed to mathematics through the Math Their Way curriculum, a hands-on approach to mathematics skills. Math Their Way allows teachers to identify the student's ability level and allows the student to work both in independent and group settings. Varying activities ensure that the students remain engaged in learning and that they are successful before moving to the subsequent level.

Upper grade levels employ multiple approaches to mathematics, including Sharon Wells Math, Saxon Mathematics, and supplemental instructional approaches to ensure student success. All curricula are cyclical in nature, allowing students to constantly review prior knowledge while building in new skills. In addition, teachers constantly use benchmark testing to monitor the progress of every student. Math classes also utilize opportunities to become involved in project-based learning and instruction. Curriculum instruction integrates multiple disciplines and allows for in-depth learning of topics. Students focus upon presented material as well as exposure to higher level, abstract learning.

4. Varying Instructional Methodologies

Kelley Elementary teachers use a plethora of instructional methods is designed to reach the diverse learning styles of their students. Taking guidance practices from the Reading Academies and training on interpretation of the Texas Primary Reading Inventory assessments, teachers approach new skills using auditory, tactile, and/or visual aides. Whole group instruction relies on supplemental activities delivered via small group activities with manipulatives, critical thinking activities, learning centers, peer tutoring, buddy programs, shared reading, partnered reading, flexible grouping, and one-on-one intervention as needed for monitoring and/or reteaching.

Intensive assessment determines the need for students to receive additional instruction or remediation through a different style and learning environment. To assist teachers after identifying such areas of need, Kelley Elementary offers pullout groups for reading, math, speech, and language development, which reinforce classroom skills as well as giving weaker students the opportunity to be successful and gain confidence in a small group setting.

Another option utilized for remediation is a recess period devoted specifically to tutorials. These flexible, small group tutorials address areas of weakness on the Texas Assessment of Knowledge and Skills objectives in math and reading. Additionally, the staff utilizes an Extended Day program to fill learning gaps in second through fifth graders through a reading and math focus in a small group setting using highly qualified instructors.

In addition to the teacher led instructional methods, Kelley Elementary offers computer-based programs that stimulate learning. The Accelerated Reading and Math programs motivate and reward students with a point system, filling the gaps in the reading programs, while improving comprehension, fluency, and computation skills. The Fast ForWord program, through its fun and adaptive exercises, helps students who are reading below grade level become more proficient, gives them the confidence to read aloud, and stimulates an interest in reading.

Another motivating approach used by Kelley Elementary is the “Reading Buddies” program. Each month elementary students from all classrooms choose books on their levels. On alternating months, elementary and junior high students visit the other campuses to “buddy” with younger and older students to practice their reading skills. Each month a different group does the reading, but all students are involved in the auditory processes of reading. The bonus of this program is that the program builds self-esteem, fluency, and motivation for reading.

5. Professional Development Program

For the past three years, Kelley Elementary has taken a proactive approach to meeting the needs of teachers’ professional development through the actualization that the “one size fits all” type does not meet the needs of the Campus Improvement Plan. Using an innovative approach, administrators determined to use Title II monies to allow professionals to attend staff development opportunities based upon the needs of their students. Upon prior administrative approval, teachers attend workshops or training that applies specifically to their grade level or to enhance a weak area of instruction as specified in a teacher/principal summative evaluation conference. During these conferences, it was determined whether the training was applicable to other grade levels and if so, how the information would be shared during faculty meetings. Kelley Elementary teachers have also greatly benefited from training received at such conferences as First Grade Conference, Second Grade Conference, and Third Grade Conference, presented by Staff Development for Educators. Kindergarten teachers attended conferences sponsored by Developmental Learning Research (DLM).

The administrative leader strongly encourages educators to attend Dr. Shirley Crook’s workshops on TAAS/TAKS disaggregation, which identifies objective weaknesses by grade level, teacher instruction, and individual student. Woodcock Munoz Testing, a bilingual language assessment training, and Curriculum Management Audit Training have both benefited the campus staff by emphasizing the value of a vertically-aligned curriculum in the core areas of instruction. All classroom teachers, representing one of the four core areas of Language Arts, Math, Social Studies, and Science were asked to attend the 2002-03 TAKS Preparation 4-Day Series of the same corresponding core area. The workshops emphasized and strengthened the importance of the Texas Essential Knowledge and Skills (TEKS) curriculum in order to exceed the state’s assessment.

Kelley Elementary teachers believe that the most beneficial area of staff development is the Reading Academies. All teachers of Kindergarten through third grades have attended a Reading Academy pertaining to their instructional level. Consensus among the teachers is that this week-long, intensive training has done more to bring the instruction of reading, as well as all other subject areas, to the forefront of educational expectations.

From all staff development, Kelley Elementary teachers have acquired a more in-depth knowledge for varying their instruction. With the administrator’s support and encouragement, they have received flexibility, motivating them to make necessary and on-going evaluations and adjustments in their instructional methods, curriculum, and scheduling. Choice of staff

development has encouraged educators to be proactive in their decisions and has led to the success of all students on the campus.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state's assessment system.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3-5

Test 1999-2002 Texas Assessment of Academic Skills; 2003 Texas Assessment of Knowledge and Skills; State-Developed Alternative Assessment

Edition/publication year 1999-2003 Publisher Texas Education Agency

Number of students in the grade in which the test was administered 96, 99, 104

Number of students who took the test 94, 99, 103

What groups were excluded from testing? Why, and how were they assessed? All students are tested using either the TAKS or SDAA

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. If the state does not report scores using the categories of basic, proficient, and advanced, use the state's categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at "basic," 69% are at "proficient," and 42% are at "advanced."

Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Kelley Elementary State Assessment Scores for Third Grade Reading
TAAS (Texas Assessment of Academic Skills) 1999 – 2002 ENGLISH / TAKS (Texas Assessment of Knowledge and Skills) 2003 ENGLISH

| | TAKS 2003 | TAKS 2003 | TAKS 2003 | TAKS 2002 | TAKS 2002 | TAKS 2002 | TAKS 2001 | TAKS 2001 | TAKS 2000 | TAKS 2000 | TAKS 2000 | TAKS 1999 | TAKS 1999 |
|---|-----------------|-----------|-------------------------|-----------------|-----------|-----------------|-----------|-----------|-----------------|-----------|------------------|-----------|-----------|
| | March | State | April | April | State | April | April | State | April | State | April | State | State |
| SCORES – ALL STUDENTS | | | Testing Month | | | | | | | | | | |
| % Met Standards | 98.8% | 89.6% | % Met Min. Expectations | 94.4% | 88% | 92% | 86.8% | 87.9% | 91.9% | 87.9% | 88.7% | 88% | |
| % Commended Performance | 39.3% | 18.5% | % Academic Recognition | 13.6% | | 17.2% | | | 23.7% | | 28.6% | 21.9% | |
| Number of students tested with TAKS or SDAA | 92 | | 2 took the Spanish TAKS | 88 | | 87 | | | 93 | | 105 | | |
| Percent of students tested | 97.9% | | | 96.7% | | 96.7% | | | 93.0% | | 94.6% | | |
| Number of students excluded | 2 | | | 2 | | 2 | | | 7 | | 5 | | |
| * Not tested – ARD Exempt | 0.0% | | | 0.0% | | 0.0% | | | 5.0% | | 1.8% | | |
| ** Not tested – LEP Exempt | 0.0% | | | 2.2% | | 2.2% | | | 2.0% | | 2.7% | | |
| Absent | 0% (0) | | Percentage and Number | 1% (1) | | 1% (1) | | | 0% (0) | | .09%(1) | | |
| SUBGROUP SCORES | | Tested | | | Tested | | Tested | Tested | | Tested | | Tested | |
| 1. HISPANIC | 98.2% | 59 | % TESTED | 95.1% | 57 | 96.3% | 56 | 64 | 89.7% | 64 | 93.8% | 70 | |
| % Met Standards | 97.9% | | % Met Min. Expectations | 93.8% | | 90.9% | | | 87.5% | | 85.7% | | |
| % Commended Performance | 30% | | % Academic Recognition | 3.4% | | 8.0% | | | 3.2% | | 5.7% | | |
| 2. WHITE | 97.3% | 35 | % TESTED | 100.0% | 34 | 96.9% | 33 | 36 | 100.0% | 36 | 95.7% | 40 | |
| % Met Standards | 100% | | % Met Min. Expectations | 95.8% | | 100% | | | 97.4% | | 92.5% | | |
| % Commended Performance | 56.3% | | % Academic Recognition | 9.09% | | 9.1% | | | 19.3% | | 4.8% | | |
| 3. OTHER | .02% | 2 | *** See note below | 0.0% | 0 | 0.03% | 1 | 0 | 0.0% | 0 | 0.0% | 0 | |
| 4. ECONOMICALLY DISADVANTAGED | 96.8% | 65 | % TESTED | **** | 61 | **** | 61 | 67 | **** | 67 | **** | 75 | |
| % Met Standards | 98% | | % Met Min. Expectations | 92.9% | | 88% | | | 85.4% | | 87.8% | | |
| % Commended Performance | 30.8% | | % Academic Recognition | **** | | **** | | | **** | | **** | | |
| 5. SPECIAL EDUCATION | 94.7% | 13 | % TESTED | 13.2% | 12 | 2.2% | 12 | 14 | **** | 14 | **** | 15 | |
| % Met Standards | 100% | | % Met Min. Expectations | 100% | | 100% | | | 100% | | 55.6% | | |
| % Commended Performance | 50% | | % Academic Recognition | **** | | **** | | | **** | | **** | | |
| 6. LIMITED ENGLISH PROFICIENT | 100.0% | 20 | % TESTED | **** | 19 | **** | 19 | 21 | **** | 21 | **** | 23 | |
| % Met Standards | 94.7% | | % Met Min. Expectations | 91% | | 75% | | | 86% | | 83% | | |
| % Commended Performance | 33.3% | | % Academic Recognition | **** | | **** | | | **** | | **** | | |

* 1999 ARD Exempt students took the CLASS, Comprehensive Learner Adapted Scope and Sequence, copyright 1998

2000 – 2003 ARD Exempt students took the SDAA, State Developed Alternative Assessment

** 1999 – 2002 LEP Exempt students took the previous year’s released TAAS test.

*** 2 African-American students took the 2003 TAKS; 1 Native-American took the 1999 TAAS; data are masked for reporting purposes to protect the privacy of the students under FERPA when less than 5 students are in the subgroup.

**** Information is unavailable on Academic Excellence Indicator System report.

Kelley Elementary State Assessment Scores for Third Grade Math

TAAS (Texas Assessment of Academic Skills) 1999 – 2002 ENGLISH / TAKS (Texas Assessment of Knowledge and Skills) 2003 ENGLISH

| | TAKS 2003 | TAKS 2003 | TAKS 2002 | TAKS 2002 | TAKS 2001 | TAKS 2001 | TAKS 2000 | TAKS 2000 | TAKS 1999 | TAKS 1999 |
|---|-----------|-----------|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Campus | State | Campus | April | Campus | State | Campus | State | Campus | State |
| SCORES-ALL STUDENTS | April | | Testing Month | | April | | April | | April | |
| % Met Standards | 98.8% | 90.8% | % Met Min. Expectations | 98.6% | 96.2% | 82% | 83.9% | 80.6% | 82.2% | 83.1% |
| % Commended Performance | 20.9% | 18% | % Academic Recognition | 17.04% | 13.8% | | 18.2% | | 6% | .067% |
| Number of students tested with TAKS or SDAA | 92 | | 2 took the Spanish TAKS | 88 | 87 | | 93 | | 105 | |
| Percent of students tested | 97.9% | | | 96.7% | 96.7% | | 93% | | 94.6% | |
| Number of students excluded | 2 | | | 2 | 2 | | 7 | | 5 | |
| * Not tested – ARD Exempt | 0.0% | | | 0.0% | 0.0% | | 5.0% | | 1.8% | |
| ** Not tested – LEP Exempt | 0.0% | | | 2.2% | 2.2% | | 2.0% | | 2.7% | |
| Absent | 0% (0) | | Percentage and Number | 1.1% (1) | 1.1% (1) | | 0% (0) | | .09% (1) | |
| SUBGROUP SCORES | | Tested | | | | Tested | | Tested | | Tested |
| 1. HISPANIC | 98.2% | 59 | % TESTED | 95.1% | 96.3% | 56 | 89.7% | 64 | 93.8% | 70 |
| % Met Standards | 100% | | % Met Min. Expectations | 98% | 93.8% | | 77.1% | | 76.3% | |
| % Commended Performance | 15.7% | | % Academic Recognition | 10.2% | 8.0% | | 9.6% | | **** | |
| 2. WHITE | 97.3% | 35 | % TESTED | 100.0% | 96.9% | 33 | 100.0% | 36 | 95.7% | 40 |
| % Met Standards | 100% | | % Met Min. Expectations | 100% | 100% | | 92.3% | | 90.2% | |
| % Commended Performance | 30.3% | | % Academic Recognition | 7.9% | 8.0% | | 9.7% | | 3.8% | |
| 3. Other | 0.02% | 2 | *** See note below | 0.0% | 0.03% | 1 | 0.01% | 0 | 0.01% | 0 |
| 4. ECONOMICALLY DISADVANTAGED | 96.8% | 65 | % TESTED | **** | **** | 61 | **** | 67 | **** | 75 |
| % Met Standards | 100% | | % Met Min. Expectations | 100% | 94.3% | | 77.1% | | 78.8% | |
| % Commended Performance | 18.5% | | % Academic Recognition | **** | **** | | **** | | **** | |
| 5. SPECIAL EDUCATION | 94.7% | 13 | % TESTED | 13.2% | 2.2% | 12 | **** | 14 | **** | 15 |
| % Met Standards | 100% | | % Met Min. Expectations | 100% | 100% | | 50% | | 72.7% | |
| % Commended Performance | 27.3% | | % Academic Recognition | **** | **** | | **** | | **** | |
| 6. LIMITED ENGLISH PROFICIENT | 100.0% | 20 | % TESTED | **** | **** | 19 | **** | 21 | **** | 23 |
| % Met Standards | 100% | | % Met Min. Expectations | 100% | 88% | | 78% | | 71% | |
| % Commended Performance | 19% | | % Academic Recognition | **** | **** | | **** | | **** | |

* 1999 ARD Exempt students took the CLASS, Comprehensive Learner Adapted Scope and Sequence, copyright 1998

2000 – 2003 ARD Exempt students took the SDAA, State Developed Alternative Assessment

** 1999 – 2002 LEP Exempt students took the previous year's released TAAS test

*** 2 African-American students took the 2003 TAKS; data are masked for reporting purposes to protect the privacy of the students under FERPA when less than 5 students in the subgroup.

**** Information not provided through Academic Excellence Indicator System.

Kelley Elementary State Assessment Scores
Third Grade SPANISH READING TAKS (Texas Assessment of Knowledge and Skills) 2003

| | TAKS 2003 Campus | TAKS 2003 State | TAKS 2002 Campus | TAKS 2002 State | TAKS 2001 Campus | TAKS 2001 State | TAKS 2000 Campus | TAKS 2000 State | TAKS 1999 Campus | TAKS 1999 State |
|--|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|
| Testing Month | March | | | | | | | | | |
| SCORES-ALL STUDENTS | | | | | | | | | | |
| % Met Standards | 100% | 82% | | | | | | | | |
| % Commended Performance | 0% | 15% | | | | | | | | |
| Number of students tested | 2 | | | | | | | | | |
| Percent of students tested | 2% | | | | | | | | | |
| * Not tested – ARD Exempt | | | | | | | | | | |
| ** Not tested – LEP Exempt | | | | | | | | | | |
| Absent | | | | | | | | | | |
| SUBGROUP SCORES | | | | | | | | | | |
| 1. HISPANIC | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |
| 2. WHITE | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |
| 3. OTHER | | | | | | | | | | |
| 4. ECONOMICALLY DISADVANTAGED | | | | | | | | | | |
| % Met Standards | 100% | 82% | | | | | | | | |
| % Commended Performance | 0% | 15% | | | | | | | | |
| 5. SPECIAL EDUCATION | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |
| 6. LIMITED ENGLISH PROFICIENT | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |

Kelley Elementary State Assessment Scores

Third Grade SPANISH MATH TAKS (Texas Assessment of Knowledge and Skills) 2003

| | TAKS 2003 Campus | TAKS 2003 State | TAKS 2002 Campus | TAKS 2002 State | TAKS 2001 Campus | TAKS 2001 State | TAKS 2000 Campus | TAKS 2000 State | TAKS 1999 Campus | TAKS 1999 State |
|--------------------------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|
| Testing Month | | | | | | | | | | |
| SCORES-ALL STUDENTS | | | | | | | | | | |
| % Met Standards | 100% | 82% | | | | | | | | |
| % Commended Performance | 50% | 7% | | | | | | | | |
| Number of students tested | 2 | | | | | | | | | |
| Percent of students tested | 2% | | | | | | | | | |
| * Not tested – ARD Exempt | | | | | | | | | | |
| ** Not tested – LEP Exempt | | | | | | | | | | |
| Absent | | | | | | | | | | |
| SUBGROUP SCORES | | | | | | | | | | |
| 1. HISPANIC | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |
| 2. WHITE | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |
| 3. OTHER | | | | | | | | | | |
| 4. ECONOMICALLY DISADVANTAGED | | | | | | | | | | |
| % Met Standards | 100% | 82% | | | | | | | | |
| % Commended Performance | 50% | 7% | | | | | | | | |
| 5. SPECIAL EDUCATION | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |
| 6. LIMITED ENGLISH PROFICIENT | | | | | | | | | | |
| % Met Standards | | | | | | | | | | |
| % Commended Performance | | | | | | | | | | |

Kelley Elementary State Assessment Scores for Fourth Grade Reading
TAAS (Texas Assessment of Academic Skills) 1999 – 2002 ENGLISH / TAKS (Texas Assessment of Knowledge and Skills) 2003 ENGLISH

| | TAKS 2003 | TAKS 2003 | TAKS 2003 | TAKS 2002 | TAKS 2002 | TAKS 2002 | TAKS 2001 | TAKS 2001 | TAKS 2000 | TAKS 2000 | TAKS 2000 | TAKS 1999 | TAKS 1999 |
|---|------------------------------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|-----------|
| | State | State | State | State | State | State | State | State | State | State | State | State | State |
| SCORES – ALL STUDENTS | Testing Month | | | | | | | | | | | | |
| % Met Standards | 85.9% | 85.9% | 85.9% | 92.5% | 92.5% | 92.5% | 100.0% | 100.0% | 98.9% | 98.9% | 98.9% | 93.3% | 93.3% |
| % Commended Performance | 18.5% | 18.5% | 18.5% | 53.2% | 53.2% | 53.2% | 53.2% | 53.2% | 45.1% | 45.1% | 45.1% | 23.5% | 23.5% |
| Number of students tested with TAKS or SDAA | 96 | 91 | 91 | 92 | 92 | 92 | 92 | 92 | 93 | 93 | 93 | 98 | 98 |
| Percent of students tested | 98.5% | 98.5% | 98.5% | 99.3% | 99.3% | 99.3% | 99.3% | 99.3% | 95.5% | 95.5% | 95.5% | 92.9% | 92.9% |
| Number of students excluded | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 5 | 5 | 7 | 7 |
| * Not tested – ARD Exempt | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2.6% | 2.6% | 2.6% | 5.1% | 5.1% |
| ** Not tested – LEP Exempt | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1.0% | 1.0% | 1.0% | 0.3% | 0.3% |
| Absent | .7% | .7% | .7% | .3% | .3% | .3% | .3% | .3% | 0.0% | 0.0% | 0.0% | 0.6% | 0.6% |
| SUBGROUP SCORES | Percentage and Number | | | | | | | | | | | | |
| | Tested | Tested | Tested | Tested | Tested | Tested | Tested | Tested | Tested | Tested | Tested | Tested | Tested |
| 1. HISPANIC | 62 | 62 | 62 | 58 | 58 | 58 | 59 | 59 | 61 | 61 | 61 | 67 | 67 |
| % Met Standards | 99.4% | 99.4% | 99.4% | 100.0% | 100.0% | 100.0% | 99.5% | 99.5% | 93.9% | 93.9% | 93.9% | 93.8% | 93.8% |
| % Commended Performance | 92.2% | 92.2% | 92.2% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 98.2% | 98.2% | 98.2% | 91.8% | 91.8% |
| % C Commended Performance | 17.7% | 17.7% | 17.7% | 6.6% | 6.6% | 6.6% | 9.8% | 9.8% | 6.4% | 6.4% | 6.4% | 8.1% | 8.1% |
| 2. WHITE | 36 | 36 | 36 | 34 | 34 | 34 | 34 | 34 | 35 | 35 | 35 | 39 | 39 |
| % Met Standards | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 95.2% | 95.2% |
| % C Commended Performance | 80.0% | 80.0% | 80.0% | 10.9% | 10.9% | 10.9% | 11.9% | 11.9% | 11.8% | 11.8% | 11.8% | 10.2% | 10.2% |
| 3. OTHER | 1 | 1 | 1 | 0 | 0 | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| 4. ECONOMICALLY DISADVANTAGED | 67 | 67 | 67 | 63 | 63 | 63 | 63 | 63 | 66 | 66 | 66 | 71 | 71 |
| % Met Standards | 92.0% | 92.0% | 92.0% | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| % C Commended Performance | 16.9% | 16.9% | 16.9% | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| 5. SPECIAL EDUCATION | 14 | 14 | 14 | 13 | 13 | 13 | 13 | 13 | 14 | 14 | 14 | 15 | 15 |
| % Met Standards | 100.0% | 100.0% | 100.0% | 3.5% | 3.5% | 3.5% | 5.9% | 5.9% | *** | *** | *** | *** | *** |
| % C Commended Performance | 98.5% | 98.5% | 98.5% | 70.0% | 70.0% | 70.0% | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 6. LIMITED ENGLISH PROFICIENT | 21 | 21 | 21 | 20 | 20 | 20 | 20 | 20 | 21 | 21 | 21 | 23 | 23 |
| % Met Standards | 100.0% | 100.0% | 100.0% | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| % C Commended Performance | 69.2% | 69.2% | 69.2% | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| % C Commended Performance | 11.1% | 11.1% | 11.1% | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |

* 1999 ARD Exempt students took the CLASS, Comprehensive Learner Adapted Scope and Sequence, copyright 1998

2000 – 2003 ARD Exempt students took the SDAA, State Developed Alternative Assessment

** 1999 – 2002 LEP Exempt students took the previous year’s released TAAS test.

*** 2 African-American students took the 2003 TAKS; 1 Native-American took the 1999 TAAS; data are masked for reporting purposes to protect the privacy of the students under FERPA when less than 5 students are in the subgroup.

**** Information is unavailable on Academic Excellence Indicator System report.

Kelley Elementary State Assessment Scores for Fourth Grade Math

TAAS (Texas Assessment of Academic Skills) 1999 – 2002 ENGLISH / TAKS (Texas Assessment of Knowledge and Skills) 2003 ENGLISH

| | TAKS 2003 | TAKS 2003 | TAKS 2003 | TAKS 2002 | TAKS 2002 | TAKS 2002 | TAKS 2001 | TAKS 2001 | TAKS 2001 | TAKS 2000 | TAKS 2000 | TAKS 2000 | TAKS 1999 | TAKS 1999 |
|---|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | March | April | State | April | April | State |
| SCORES – ALL STUDENTS | Testing Month | | | | | | | | | | | | | |
| % Met Standards | 98.6% | 100.0% | 88.0% | 100.0% | 98.8% | 94.1% | 98.8% | 91.3% | 95.8% | 87.1% | 93.4% | | | |
| % Commended Performance | 18.3% | .054% | | .049% | | | | | 34% | | 16.3% | | | |
| Number of students tested with TAKS or SDAA | 96 | 91 | | 82 | | | | | 94 | | 98 | | | |
| Percent of students tested | 98.5% | 98.9% | | 99.3% | | | | | 95.5% | | 92.9% | | | |
| Number of students excluded | 2 | 1 | | 1 | | | | | 5 | | 7 | | | |
| * Not tested – ARD Exempt | 0.0% | 0.0% | | 0.0% | | | | | 2.6% | | 5.1% | | | |
| ** Not tested – LEP Exempt | 0.0% | 0.7% | | 0.0% | | | | | 1.0% | | 0.3% | | | |
| Absent | .7% (1) | 0.4% (1) | | 0.3% (1) | | | | | 0.0% (0) | | 0.6% (1) | | | |
| SUBGROUP SCORES | Percentage and Number | | | | | | | | | | | | | |
| | | | Tested | | | Tested |
| 1. HISPANIC | 99.4% | 100.0% | 62 | 100.0% | 99.5% | 58 | 100.0% | 59 | 93.9% | 61 | 91.3% | 67 | | |
| % Met Standards | 98.0% | 100.0% | | 100.0% | 100.0% | | 100.0% | | 94.7% | | 90.3% | | | |
| % Commended Performance | 17.2% | 5.4% | | 4.8% | | | 7.4% | | 3.0% | | | | | |
| 2. WHITE | 97.9% | 100.0% | 36 | 100.0% | 100.0% | 34 | 100.0% | 34 | 97.6% | 35 | 94.9% | 39 | | |
| % Met Standards | 100.0% | 100.0% | | 100.0% | 97.2% | | 100.0% | | 100.0% | | 97.6% | | | |
| % Commended Performance | 21.0% | 6.5% | | 7.3% | | | 8.5% | | 6.1% | | | | | |
| 3. OTHER | 80.0% | N/A | 1 | N/A | N/A | 0 | N/A | 1 | N/A | 2 | N/A | 0 | | |
| 4. ECONOMICALLY DISADVANTAGED | 98.3% | **** | 67 | **** | **** | 63 | **** | 63 | **** | 66 | **** | 71 | | |
| % Met Standards | 98.0% | N/A | | N/A | N/A | | N/A | | N/A | | N/A | | | |
| % Commended Performance | 14.4% | **** | | **** | **** | | **** | | **** | | **** | | | |
| 5. SPECIAL EDUCATION | 100.0% | 3.5% | 14 | 3.6% | 3.6% | 13 | 3.6% | 13 | N/A | 14 | N/A | 15 | | |
| % Met Standards | 75.0% | 70.0% | | **** | **** | | **** | | **** | | **** | | | |
| % Commended Performance | 6.3% | **** | | **** | **** | | **** | | **** | | **** | | | |
| 6. LIMITED ENGLISH PROFICIENT | 100.0% | **** | 21 | **** | **** | 20 | **** | 20 | **** | 21 | **** | 23 | | |
| % Met Standards | 100.0% | **** | | **** | **** | | **** | | **** | | **** | | | |
| % Commended Performance | 15.0% | **** | | **** | **** | | **** | | **** | | **** | | | |

* 1999 ARD Exempt students took the CLASS, Comprehensive Learner Adapted Scope and Sequence, copyright 1998

2000 – 2003 ARD Exempt students took the SDAA, State Developed Alternative Assessment

** 1999 – 2002 LEP Exempt students took the previous year’s released TAAS test.

*** 2 African-American students took the 2003 TAKS; 1 Native-American took the 1999 TAAS; data are masked for reporting purposes to protect the privacy of the students under FERPA when less than 5 students are in the subgroup.

**** Information is unavailable on Academic Excellence Indicator System report.

Kelley Elementary State Assessment Scores for Fifth Grade Reading

| TAAS (Texas Assessment of Academic Skills) 1999 – 2002 ENGLISH / TAKS (Texas Assessment of Knowledge and Skills) 2003 ENGLISH | | 2003 | | 2002 | | 2001 | | 2000 | | 1999 | |
|---|-----------------|-----------|-----------------|-----------|-----------------|-----------|--------|-----------------|--------|-----------|--|
| Campus | | State | | Campus | | State | | Campus | | State | |
| Testing Month | | April | | April | | April | | April | | April | |
| SCORES – ALL STUDENTS | | | | | | | | | | | |
| % Met Standards | 91.7% | 80.0% | 80.0% | 92.7% | 96.7% | 90.2% | 87.8% | 94.3% | 86.4% | | |
| % Commended Performance | 24.1% | 86.2% | 59.8% | 35.0% | 36.4% | | | 25.0% | | | |
| Number of students tested with TAKS or SDAA | 103 | | 82 | | 97 | | | 100 | | | |
| Percent of students tested | 98.5% | | 98.5% | | 99.3% | | | 92.9% | | | |
| Number of students excluded | 0 | | 1 | | 1 | | | 7 | | | |
| * Not tested – ARD Exempt | 0.0% | | 0.0% | | 0.7% | | | 5.1% | | | |
| ** Not tested – LEP Exempt | 0.0% | | 0.7% | | 0.0% | | | 0.3% | | | |
| Absent | 0.7% (1) | | 0.4% (1) | | 0.3% (1) | | | 0.0% (0) | | | |
| SUBGROUP SCORES | | | | | | | | | | | |
| | | Tested | | Tested | | Tested | | Tested | | Tested | |
| 1. HISPANIC | 99.4% | 65 | 100.0% | 53 | 99.5% | 62 | 91.3% | 63 | 91.3% | 68 | |
| % Met Standards | 90.5% | | 100.0% | | 94.8% | | 88.9% | | 88.9% | | |
| % Commended Performance | 17.7% | | 14.6% | | 9.2% | | 6.0% | | 6.0% | | |
| 2. WHITE | 97.9% | 38 | 97.2% | 30 | 100.0% | 37 | 94.9% | 37 | 94.9% | 31 | |
| % Met Standards | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | |
| % Commended Performance | 36.1% | | 15.8% | | 10.3% | | 9.3% | | 15.0% | | |
| 3. OTHER | *** | 1 | N/A | 1 | N/A | 0 | N/A | 0 | N/A | 1 | |
| 4. ECONOMICALLY DISADVANTAGED | 98.3% | 70 | *** | 57 | *** | 67 | *** | 68 | *** | 73 | |
| % Met Standards | 86.7% | | N/A | | N/A | | N/A | | N/A | | |
| % Commended Performance | 16.9% | | | | | | | | | | |
| 5. SPECIAL EDUCATION | 100.0% | 14 | *** | 12 | *** | 14 | *** | 13 | *** | 15 | |
| % Met Standards | 75.0% | | 70.0% | | *** | | *** | | *** | | |
| % Commended Performance | 0.0% | | *** | | *** | | *** | | *** | | |
| 6. LIMITED ENGLISH PROFICIENT | 100.0% | 22 | *** | 18 | *** | 22 | *** | 21 | *** | 24 | |
| % Met Standards | N/A | | *** | | *** | | *** | | *** | | |
| % Commended Performance | 11.1% | | *** | | *** | | *** | | *** | | |

* 1999 ARD Exempt students took the CLASS, Comprehensive Learner Adapted Scope and Sequence, copyright 1998

2000 – 2003 ARD Exempt students took the SDAA, State Developed Alternative Assessment

** 1999 – 2002 LEP Exempt students took the previous year’s released TAAS test.

*** 2 African-American students took the 2003 TAKS; 1 Native-American took the 1999 TAAS; data are masked for reporting purposes to protect the privacy of the students under FERPA when less than 5 students are in the subgroup.

**** Information is unavailable on Academic Excellence Indicator System report.

Kelley Elementary State Assessment Scores for Fifth Grade Math
TAAS (Texas Assessment of Academic Skills) 1999 – 2002 ENGLISH / TAKS (Texas Assessment of Knowledge and Skills) 2003 ENGLISH

| | TAKS 2003 | TAKS 2003 | TAKS 2003 | TAKS 2002 | TAKS 2002 | TAKS 2002 | TAKS 2001 | TAKS 2001 | TAKS 2000 | TAKS 2000 | TAKS 2000 | TAKS 1999 | TAKS 1999 |
|---|----------------|-----------------|-----------|-----------------|-----------|-----------|-----------------|-----------|-----------------|-----------|-----------------|-----------|-----------|
| | March | April | State | April | April | State | April | State | April | State | April | State | State |
| SCORES – ALL STUDENTS | | | | | | | | | | | | | |
| % Met Standards | 95.9% | 100.0% | 86.3% | 100.0% | 96.2% | 94.6% | 97.9% | 94.6% | 98.0% | 92.1% | 98.8 | 86.4% | |
| % Commended Performance | 18.3% | 34.1% | | 34.1% | | | 19.6% | | 37.5% | | 21.0% | | |
| Number of students tested with TAKS or SDAA | 103 | 82 | | 82 | | | 97 | | 96 | | 100 | | |
| Percent of students tested | 98.5% | 98.5% | | 98.5% | | | 99.3% | | 95.5% | | 92.9% | | |
| Number of students excluded | 0 | 1 | | 1 | | | 1 | | 4 | | 7 | | |
| * Not tested – ARD Exempt | 0.0% | 0.0% | | 0.0% | | | 0.7% | | 2.6% | | 5.1% | | |
| ** Not tested – LEP Exempt | 0.0% | 0.7% | | 0.7% | | | 0.0% | | 1.0% | | 0.3% | | |
| Absent | .7% (1) | 0.4% (1) | | 0.4% (1) | | | 0.3% (1) | | 0.0% (0) | | 0.6% (1) | | |
| SUBGROUP SCORES | | | Tested | | Tested | | | Tested | | Tested | | Tested | |
| 1. HISPANIC | 99.4% | 100.0% | 65 | 100.0% | 53 | 62 | 99.5% | 62 | 93.9% | 63 | 91.3% | 68 | |
| % Met Standards | 95.6% | 100.0% | | 100.0% | | | 96.6% | | 95.2% | | 97.8% | | |
| % Commended Performance | 17.2% | 14.6% | | 14.6% | | | 6.1% | | 8.3% | | 7.0% | | |
| 2. WHITE | 97.9% | 97.2% | 38 | 97.2% | 30 | 37 | 100.0% | 37 | 97.6% | 37 | 94.9% | 31 | |
| % Met Standards | 100.0% | 100.0% | | 100.0% | | | 100.0% | | 97.1% | | 100.0% | | |
| % Commended Performance | 21.0% | 13.4% | | 13.4% | | | 7.2% | | 9.6% | | 10.0% | | |
| 3. OTHER | 98.3% | N/A | 1 | N/A | 1 | 0 | N/A | 0 | N/A | 0 | N/A | 1 | |
| 4. ECONOMICALLY DISADVANTAGED | 93.8% | N/A | 70 | N/A | 57 | 67 | **** | 67 | **** | 68 | **** | 73 | |
| % Met Standards | 14.4% | N/A | | N/A | | | N/A | | N/A | | N/A | | |
| % Commended Performance | 100.0% | **** | | **** | | | **** | | **** | | **** | | |
| 5. SPECIAL EDUCATION | 50.0% | 70.0% | 14 | **** | 12 | 14 | **** | 14 | **** | 13 | **** | 15 | |
| % Met Standards | 6.3% | 70.0% | | 70.0% | | | **** | | **** | | **** | | |
| % Commended Performance | 100.0% | **** | 22 | **** | 18 | 22 | **** | 22 | **** | 21 | **** | 24 | |
| 6. LIMITED ENGLISH PROFICIENT | N/A | N/A | | N/A | | | N/A | | N/A | | N/A | | |
| % Met Standards | 15.0% | **** | | **** | | | **** | | **** | | **** | | |
| % Commended Performance | | **** | | **** | | | **** | | **** | | **** | | |

* 1999 ARD Exempt students took the CLASS, Comprehensive Learner Adapted Scope and Sequence, copyright 1998
 2000 – 2003 ARD Exempt students took the SDAA, State Developed Alternative Assessment

** 1999 – 2002 LEP Exempt students took the previous year’s released TAAS test.

*** 2 African-American students took the 2003 TAKS; 1 Native-American took the 1999 TAAS; data are masked for reporting purposes to protect the privacy of the students under FERPA when less than 5 students are in the subgroup.

**** Information is unavailable on Academic Excellence Indicator System report.