

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

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

Official School Name : Frances E. Norton Elementary School
(As it should appear in the official records)

School Mailing Address 1120 Newport Drive

Allen Texas 75013 City
State Zip Code+4

County Collin State School CodeNumber* 043901108

Telephone (972) 396-6918 Fax (972) 396-6923

Website/URL www.allenisd.org/norton E-mail Sandra_cheek@allenisd.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.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Ken Helvey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Allen Independent School District Tel. (972) 727-0513

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.

Date _____ (Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Victoria Sublette

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.

Date _____
(School Board President's/Chairperson's Signature)

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 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

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

1. Number of schools in the district: 13 Elementary schools
 3 Middle schools
 1 Freshman Center
 1 High schools
 1 Other

 19 TOTAL
2. District Per Pupil Expenditure: \$9,894

 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. 5 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?

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
PPCD	9	7	16	7			
K	31	31	62	8			
1	43	31	74	9			
2	27	30	57	10			
3	35	35	70	11			
4	40	45	85	12			
5	37	47	84	Other			
6	43	36	79				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							527

6. Racial/ethnic composition of the students in the school: 83 % White
 3 % Black or African American

5 % Hispanic or Latino
9 % Asian/Pacific Islander
.2 % American Indian/Alaskan Native
100% Total

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

7. Student turnover, or mobility rate, during the past year (not this year's data) 6 %

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

(1)	19	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	
(2)	14	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	
(3)	33	Total of all transferred students [sum of rows (1) and (2)]	
(4)	527	Total number of students in the school as of October 1	
(5)	.0626	Total transferred students in row (3) divided by total students in row (4)	
(6)	6.26	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 3 %
16 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Spanish, Vietnamese, Chinese, Korean, Japanese, Kannada, Farsi, Urdu, Hindi, Marathi, Italian.

9. Students eligible for free/reduced-priced meals: 4%

Total number students who qualify: 22

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

10. Students receiving special education services: 14 %
77 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>17</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>47</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</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>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>17</u>	<u>1</u>
Paraprofessionals	<u>13</u>	<u>4</u>
Support staff	<u>7</u>	<u>2</u>
	<u>66</u>	<u>7</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 20:1

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	97%	98%	98%	97%	98 %
Teacher turnover rate	11 %	9 %	2%	25%	31%
Teacher Daily Attendance	90%	89%	89%	90%	91%

PART III - SUMMARY

Frances E. Norton Elementary is located in the small suburban town of Allen, Texas located in the Dallas Metroplex. Allen is a rapidly growing city that prides itself in families, community involvement, and the best schools. Allen's seventh elementary school opened in the fall of 1997 and was named after a 43-year veteran teacher.

This year Norton Elementary will celebrate its ten year anniversary. Within the past ten years, Norton has established itself as one of the top elementary schools in Texas by fulfilling the school's mission: United for the sake of our children, The Kingdom of Norton Knights will create an environment that provides the foundation for lifelong learning while fostering individual growth and social cooperation. Norton has won the Texas Business and Education Coalition (TBEC) award for academic excellence for the past four years. Norton has been named a Texas Exemplary School for the past nine years by the Texas Education Agency and the Governor of Texas. Norton was named to D Magazine as one of "The best elementary schools" and in Texas Monthly as one of "the best public schools in Texas". The added icing on the cake is that Norton has had 100% parent and staff membership in the PTA since they opened their doors 10 years ago.

An established tradition at Norton Elementary is the raising of the U.S. Flag on the first day of school. Students, staff, and parents surround the flagpole at the front of the school with hands over hearts reciting "The Pledge of Allegiance" signaling the start of a new year.

Throughout each day teachers are dedicated to actively engaging students in high quality work that meets the increasing demands of No Child Left Behind. Student work is showcased up and down the hall. With their relentless pursuit of excellence, our teachers strive to develop lifelong learners who are not only prepared for the world around them, but are also cultivating people of great character. Each morning a group of four students start the day with the Norton Knightly News broadcast which includes: the American and Texas pledges, the Norton Creed, daily announcements and a thought for the day. Developing kids of character is a top priority at Norton. Lessons of responsibility, citizenship, kindness, and trustworthiness are modeled and expected each day.

The students at Norton represent us well. No matter what the expectation, they strive to meet it. They are active in many after school clubs such as the drama club, the jogging club, the environmental ed club, choir, and UIL academic events. They take on school responsibilities by participating as a safety patrol volunteer, they oversee environmental issues with our grounds, they build birdhouses for the community, and are exceptional in giving back to our community through fund raisers, donations, and work.

Our school would not have the success it does without the presence of our generous and talented PTA. This enormous group of men and women support our school in many areas such as fund-raising, clubs, Veteran's Day events, fall festival, bike safety, classroom volunteerism, and teacher appreciation activities. Their quest for excellence in our school, staff, and students is exemplified in the many ways they contribute to Norton. The unlimited contributions by so many are reflections of our Norton Proclamation: United for the sake of our children, the Kingdom of Norton Knights will create an environment that provides the foundation for lifelong learning while fostering individual growth and social cooperation.

At the end of each school year, Norton Knights surround the flagpole one last time to commemorate the accomplishments of our "family" throughout the year, we salute our flags one last time, and with tear-filled eyes we say good-bye. We close the door, and we begin to prepare for another year of success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In our attempt to “be the best that we can be”, Norton participates in various measures to assess the academic achievement of our students. They range from district developed tests such as benchmarks and end of course exams, and released state tests for our “TAKS simulation”. We assess students through state developed tests such as TPRI, TAKS, SDAA, and TELPAS. We assess our students with group administered national norm-referenced tests that allows us the opportunity to compare our students to other students nationally in the areas of Reading, Language, and Mathematics such as the Iowa Test of Basic Skills (ITBS) and COGAT.

The Texas Primary Reading Inventory (TPRI) is given to all kindergarten, first and second graders. This test allows us to assess reading development of each of our students. The test is individually administered three times annually – at beginning of the year, mid-year, and end of the year. By closely monitoring progress of our students and early identification of any weaknesses, we will achieve the Student Success Initiative goal to have every student Norton reading on grade level by third grade. The TPRI is a tool that is extremely effective in identifying students in need of services not otherwise given in the regular classroom.

Norton participates in the state assessment system thru the Texas Assessment of Knowledge and Skills (TAKS) in Writing, Reading, Mathematics, and Science. This group administered criterion referenced test allows us to see how well our students have mastered the Texas Essential Knowledge and Skills (TEKS). In order to meet the standard set by the state a student must have a scale score of 2100. In order for a student to get “commended performance” students must have a scale score of 2400 which generally means they can only miss about two questions. Each Texas elementary school receives a yearly status of unacceptable, acceptable, recognized or exemplary. The standard of 90% passing is required for all grades, tests, subjects, and for each subgroup to earn an Exemplary Status. Norton has earned Exemplary Status for the past 9 years.

Students who are in special education in the state of Texas that have disabilities that prohibit them from performing successfully on the TAKS are given an alternative test called the SDAA or State Developed Alternative Assessment. Decisions are made by a committee to determine if a student will receive the SDAA in lieu of TAKS and if so, at what level. The level is typically determined by the grade level goals established for each child. More information about TAKS and SDAA can be found at www.tea.state.tx.us.

Another test used to identify needs of students is TELPAS. TELPAS is a state developed test that assesses the English language skills of our English language learners as well as reading and language arts proficiency.

One area in which Norton is lacking in is diversity. Currently we have many students from a variety of places all over the world; we do not have enough in any one group to meet the minimum size requirements to be evaluated as student groups in our state accountability system.

Entering its tenth year, Norton Elementary continues to create an environment that stresses exemplary academic success. Within our school atmosphere of respect and encouragement, our students, parents, and the Norton community understand that learning is a responsibility we must share in order to leave no child behind.

2. **Using Assessment Results:**

Data disaggregating is a group effort at Norton. Our faculty (administration, professionals, and paraprofessionals) participate in annual group test disaggregating sessions. Multi-grade level groups identify the top five objectives and the lowest five objectives from recent student assessments. Vertical teams work together to make sure there are no instructional gaps from one year to the next in reading,

writing, mathematics, and science. Strategies for teaching objectives are shared across grade levels and across the district.

Information learned from these sessions has led to the development and implementation of several programs at Norton. A math lab was created thru PTA funds for math resources, manipulatives, and staff required to maintain the math lab everyday. All grade levels may use this lab for remediation and /or acceleration. Tutorials were also established thru professional SSI staff and individual teachers before and after school. ITBS and TAKS results are also used to place our students in accelerated math classes at the elementary level and for future placement in advanced placement classes at the middle school level.

Our SSI reading lab is staffed with a reading teacher and two aides. They hold small group reading sessions targeting gaps in learning. Students are continually assessed as they progress through the reading sessions.

In addition to meeting the needs of students, the data helps to guide staff development for all Norton staff member. In areas of needed growth, teachers, administrators and/or aides are given many opportunities to develop new skills and instructional methods to focus on student achievement in these areas of need.

3. Communicating Assessment Results:

Communication between the parents, students and teachers is important in maintaining a positive learning environment for our students. When school begins each fall, we host Curriculum Night where parents receive specific information about assessments scheduled throughout the year. Progress Reports are sent home every three weeks; report cards are sent home every six weeks to notify parents of student performance. Progress in social and behavioral areas is reported, as well. *Parent Connect* e-mail systems allow parents of sixth graders to view assignment due dates, current grades in each subject, and a current spreadsheet average of each course. Research reveals many benefits when parents are involved in their child's education. Early in the year and then periodically throughout the year, every parent conferences with their child's teacher. To extend home and school communication, students take home Wednesday Folders that include the PTA newsletter, *Knight Knotes*, notification of upcoming events, and to keep parents informed of academic progress, graded papers. Norton Elementary School maintains a web page enabling parents to access homework assignments, upcoming school projects, and home opportunities for enrichment. Our parents completely identify with our school. Countless volunteers provide program support while valuing education. Live morning announcements provided by all grade levels on a rotating basis begin our day. This juncture highlights individual student success, promotes the love of learning, and includes the Norton Creed's focus "to be the best that I can be."

4. Sharing Success:

No organization operates without support from a myriad of resources. Fortunately, we are part of a very close-knit, successful organization that encourages collaboration. Across the school district demographics may differ, but our challenges are identical. Weekly meetings afford us opportunities for data-driven decision making while addressing student performance and curriculum issues. One of 30 school districts nationwide, we are a Standard-Bearer School District Network, centering our efforts on redesigning our schools to focus more clearly on providing quality work for children. National, state, and local seminars and training sessions have provided us numerous opportunities to share successes and learn from a multitude of people. Having the good fortune to be a TBEC honored school for four years, we always look forward to the Share the Success Seminar held in conjunction with the reception. The roundtable discussions of school improvement efforts focusing on math, special education, and English Language Learners have been tremendously helpful to us. In turn, we were honored to share our knowledge with statewide cohorts. The twenty-five-member Campus Improvement Team, consisting of administrators, teachers, paraprofessionals, community and business leaders meet three times a year to discuss progress on district and campus goals, spotlight student successes, and to analyze data. Annually,

all AISD principals are invited to an evening share session with the School Board of Trustees. Discussion concentrates on individual school successes, progress made toward campus and district goals, and appreciation of everyone's efforts. Norton teachers also contribute as district and statewide staff developers. These professionals share their best practices and expertise in a Science/Eco-literacy Project, New Jersey Writing, and Gifted and Talented. Replication of the science project across district lines is a definitive goal. These educational ventures promote the idea of open dialogue and critical engagement between educators. Simply, it is always a privilege to learn from others.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Norton Elementary adheres to the state mandated curriculum known as the TEKS (Texas Essential Knowledge and Skills) which the district has organized into a scope and sequence for each grade level. Each grade level develops a curriculum map for all subject areas which is distributed to parents and posted on our website. Norton fosters a collegial environment where teachers are encouraged to collaboratively plan lessons, vertically, within grade levels, and with special programs. Lessons are designed to maximize student engagement and success. All instructors at Norton follow research based best practices, adjusting their instruction based upon student achievement.

Language Arts instruction at Norton is driven by a balanced literacy philosophy in order to ensure students understand and apply language skills in the written and oral form. Flexible grouping, whole group, and individual instruction allow students to accelerate at the appropriate pace in reading and writing. The reading curriculum is implemented by using a variety of texts and literature genres. Strategies to develop and improve comprehension are taught and practiced with the main focus that reading is thinking. The Accelerated Reading Renaissance Program is used to enhance the reading curriculum and motivate students to set and achieve personal reading goals. Writing instruction consists of grammar skills, word work and communicating ideas effectively through the writing process as identified by research-based programs like New Jersey Writing Project, Ralph Fletcher and Regie Routman. Reading and Writing is also integrated into all subject areas.

A hands-on Math curriculum emphasizes critical thinking, problem solving and logical reasoning skills, which students apply to every day situations. Concepts are introduced at the concrete level using manipulatives and models, graduating to pictures and symbols and finally linking to the abstract with the manipulation of numbers and mathematical symbols. Each classroom in first through fifth grades is equipped with a TAKS Target Board which provides the students with a spiraling review of the curriculum. Instructors in grades four through six also incorporate the Renaissance Learning Math program which is tailored to each student's individual needs. Norton's math curriculum is supported by our Math Lab in which a paraprofessional is available to tutor students before, during and after school hours.

The students at Norton are very excited about Science and perform very well. Concepts are presented through hands-on activities, primary source artifacts, and through the use of technology such as United Streaming, GoogleEarth, field probes and digital microscopes. This year a select group of teachers and their students in first through sixth grade are participating in the Ecoliteracy Grant which enables students to integrate Science and Language skills. This entails the students going out into the field, gathering and interpreting data, analyzing and evaluating the implications of what they are finding. Instructors K-6 also build units using kits from FOSS-Full Option Science System. Our Science Coordinator has also put together portable science labs which are carts equipped with the materials needed to conduct lessons and experiments in the classrooms. Norton students participate in the Science Fair and also enjoy traveling to Sky Ranch in East Texas to participate in a three-day science camp.

The Social Studies curriculum in Texas encompasses local, state, national, and world history, economics and government as well as in depth studies about the people who have affected and been affected by the way we live today. Fifth grade is using the History Alive curriculum which provides the students with lessons that actually help them to understand what it was like to travel on the Mayflower. The third grade students create a product which they market and sell to other grade levels.

Norton takes pride in the specials programs: art, library, music, PE, and orchestra. The students attend art classes every other week where they learn about art as it represents history and diverse cultures. The art instructor provides children the opportunity to solve open-ended problems using a variety of techniques while instilling the joy of creative expression. The music teacher, librarian and PE teacher all work closely with general education teachers to supplement and enhance the classroom curriculum. Finally Norton is proud of the technology that has been integrated into all classrooms from the general

education classroom to resource to specials classes. Each team is equipped with a presentation station which includes a computer and document camera. Technology has become an integral part of instruction in the last three years.

The Norton faculty and staff strive to make the core business of our school creating interesting and engaging work for the students to ensure that ALL Norton students are successful.

2a. (Elementary Schools) Reading:

Reading is the cornerstone of learning at Norton Elementary, the indispensable anchor that melds content discovery with daring adventure. We at Norton wholeheartedly embrace our district's philosophy that to develop effective communicators, we must engage all students in "*purposeful literacy integrated throughout the curriculum.*"

Using a diagnostic prescriptive approach, we establish performance profiles through district, state, and national tests to give us a comprehensive look at reading/language strengths and weaknesses. Instructional goals are then aligned to meet the needs of our students.

Norton's *Best Practices* in reading include our establishing routines in which our children hear us reading aloud so they will develop a love and appreciation for literature. We also provide opportunities for shared reading so our students can be immersed in rich literature, and even read along with us, without worrying about reading levels or performances. Guided reading in both large and small groups is the core of our reading instruction. This is the time we have to teach reading strategies within the context of the literature by emphasizing discussion and personal connections. In the upper grades, literature circles is added to give the students the experience of being instructional leaders and guiding the novel studies themselves. Independent reading is monitored through our participation in the Reading Renaissance Accelerated Reading Program. A computerized test, STARS, is given to the students and reading ranges are established, based on answer responses. Children then select books and take computerized test on the reading. Comprehension scores are recorded and tracked. A variety of reports can be downloaded to aid in developing individualized, instructional goals.

Why we at Norton do what we do is perhaps the easiest of all questions. We do it simply because it is the right thing to do for our kids. Humbly we do realize that our successes are not ours alone to claim. It has taken the community to raise our kids. Parents, Students, Teachers, Administrators and the many dedicated to education reform who continue to research and guide *Best Practices*, all plays an integral role.

3. Additional Curriculum Area:

Norton Proclamation-- United for the sake of our children, The Kingdom of Norton Knights will create an environment that provides the foundation for lifelong learning while fostering individual growth and social cooperation. At Norton we have been able to integrate our science curriculum and concepts throughout grade levels and within each curriculum area. Teachers are willing to take on new tasks and responsibilities to offer their students learning opportunities that put them in non-traditional settings. Students are able to participate in meaningful discovery outside their classrooms on the school grounds conducting research for the city of Allen by counting trees for a campus tree survey. Classrooms are able to go into a natural area that is within walking distance from our school, to participate in promoting and sustaining the natural sciences by studying the habitats, plant life, and ecosystems in our neighborhood. They get to hear meaningful presentations from local experts on raptor rehabilitation, reptiles and amphibians. Teachers in the primary grades have also requested the assistance of intermediate grade students to present lessons to their students on recycling and reducing waste. Teachers have completed science inquiry training and workshops so that they can transfer field observation and investigation skills throughout their subject areas so that all children have the ability to connect to science content in each core area. Our students see their teachers leading and learning through their willingness to try new things to get them engaged in the learning process. Because our teachers have been so willing to learn new

techniques in instructional strategies our students can see the importance and value of life long learning. We have also been able to promote environmental and ecological literacy through our newly designed Ecoliteracy Project. The Ecoliteracy Project enhances our curriculum by promoting lessons that build on environmental and ecological knowledge and skills. Through these lessons we are able to promote awareness, conservation, stewardship and land ethic as the main focus of our project. This type of learning carries over to their homes and throughout our school community. At Norton Elementary we are building the foundation of science in each of our students, but more important our foundation is focused on our passion for lifelong learning.

4. Instructional Methods:

At Norton Elementary, we believe the key to our school's success is in the creation of engaging schoolwork. Our teachers are leaders who design authentically engaging activities across all grade levels and content areas. During the planning phases, our teachers use Phillip Schlecty's eight design qualities to create school work that improves student learning: product focus, clear standards, protection from adverse consequences for initial failures, affirmation, affiliation, choice, novelty and variety, and authenticity.

Because we believe that students learn best by actively participating in the learning process, instruction is differentiated to meet the needs of every student. As you walk through our school, you will witness our teachers using a variety of research based instructional best practices to provide an interactive learning environment. Students work in a range of structures from whole class to small, flexible groups based on specific strategies guided by student data. One-on-one time with the teacher, tutoring, and independent practice round out the learning cycle. You will also see students engaged in learning through music, movement, and the many opportunities for hands-on learning.

Students are given the opportunity to practice many skills using technology through the media lab, computer lab, library, and classroom technology stations.

Norton Elementary supports teachers in developing these multidimensional lessons by offering access to a science lab, math lab, computer lab, and literacy library.

5. Professional Development:

Professional development opportunities are thoughtfully selected by the administration and teachers and are directly linked to better classroom instruction and higher student achievement. Norton teachers and support staff participate throughout the year in district-wide and site based training to prepare them to facilitate higher levels of student success. In addition, Norton teachers facilitate a monthly staff meeting to promote a professional learning community. Book studies, collegial conversations, on-line tutorials, and workshop attendance show a proper commitment to professional growth.

In math and science, teachers meet with a district consultant where they learn innovative teaching methods and discuss current mathematical issues. In order to better align instruction the district curriculum coordinators developed Boot Camp as a summer institute. During the week long institute, grade level teachers meet to learn and share cutting edge instructional strategies. Follow up sessions through out the school year reinforce and build upon skills learned during Boot Camp.

Each teacher keeps an electronic professional development portfolio that becomes a part of his/her annual review. Specific, targeted staff development is at the heart of Norton's success.

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3rd
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	February	March	March
SCHOOL SCORES*				
% “Meeting” plus “commended” State Standards	100	100	99	99
% Commended Performance	88	75	65	28
Number of students tested	72	80	74	74
Percent of total students tested	88	91	93	93
Number of students alternatively assessed	10	7	6	6
Percent of students alternatively assessed	12	8	8	7

Subject: Reading Grade: 4th
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% “Meeting” plus “commended” State Standards	95	99	99	100
% Commended Performance	47	64	57	45
Number of students tested	79	76	74	69
Percent of total students tested	98	100	100	100
Number of students alternatively assessed	2	0	0	0
Percent of students alternatively assessed	2	0	0	0

Subject: Reading Grade: 5th
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	February	February	March	March
SCHOOL SCORES*				
% "Meeting" plus "commended" State Standards	100	95	96	97
% Commended Performance	54	48	64	48
Number of students tested	74	66	77	69
Percent of total students tested	96	94	96	100
Number of students alternatively assessed	3	4	3	0
Percent of students alternatively assessed	4	6	4	0

Subject: Reading Grade: 6th
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	
SCHOOL SCORES*				
% "Meeting" plus "commended" State Standards	100	100	100	
% Commended Performance	76	80	62	
Number of students tested	67	86	74	
Percent of total students tested	100	100	100	
Number of students alternatively assessed	0	0	0	
Percent of students alternatively assessed	0	0	0	

Subject: Math Grade: 3rd
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% "Meeting" plus "commended" State Standards	99	100	99	97
% Commended Performance	51	57	57	56
Number of students tested	74	83	75	77
Percent of total students tested	94	100	93	100
Number of students alternatively assessed	5	0	6	0
Percent of students alternatively assessed	6	0	7	0

Subject: Math Grade: 4th
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% "Meeting" plus "commended" State Standards	100	100	100	100
% Commended Performance	62	68	51	47
Number of students tested	79	76	75	68
Percent of total students tested	98	100	100	100
Number of students alternatively assessed	2	0	0	0
Percent of students alternatively assessed	2	0	0	0

Subject: Math Grade: 5th
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% “Meeting” plus “commended” State Standards	100	99	97	99
% Commended Performance	78	76	64	52
Number of students tested	74	67	76	69
Percent of total students tested	96	96	95	100
Number of students alternatively assessed	3	3	4	0
Percent of students alternatively assessed	4	4	5	0

Subject: Math Grade: 6th
Test: TAKS Edition/year: 2002-2006
Publisher: Pearson Publishing

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES*				
% “Meeting” plus “commended” State Standards	100	99	100	100
% Commended Performance	76	82	72	63
Number of students tested	67	88	74	70
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

Subject Reading Grade 6 Test ITBS-Iowa Tests of Basic Skills

Edition/Publication Year 2001- Publisher Riverside Publishing Company

Scores are reported here as: Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	December	December	December
SCHOOL SCORES			
Total Score	<u>84</u>	<u>85</u>	80
Number of students tested	<u>67</u>	<u>89</u>	74
Percent of total students tested	100	100	99
Number of students alternatively assessed	n/a	n/a	n/a
Percent of students alternatively assessed			

Subject Language Grade 6 Test ITBS-Iowa Tests of Basic Skills

Edition/Publication Year 2001-2006 Publisher Riverside Publishing Company

Scores are reported here as: Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	December	December	December
SCHOOL SCORES			
Total Score	<u>81</u>	<u>81</u>	81
Number of students tested	67	89	74
Percent of total students tested	100	100	99
Number of students alternatively assessed	n/a	n/a	n/a
Percent of students alternatively assessed			
SUBGROUP SCORES	n/a	n/a	n/a
1. _____(specify subgroup)			
Number of students tested			
2. _____(specify subgroup)			
Number of students tested			
3. _____(specify subgroup)			
Number of students tested			
4. _____(specify subgroup)			
Number of students tested			

Subject Math Grade 6 Test ITBS-Iowa Tests of Basic Skills

Edition/Publication Year 2001- Publisher Riverside Publishing Company

Scores are reported here as: Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	December	December	December
SCHOOL SCORES			
Total Score	<u>97</u>	<u>85</u>	72
Number of students tested	67	77	91
Percent of total students tested	100	97	99
Number of students alternatively assessed	n/a	n/a	n/a
Percent of students alternatively assessed			
SUBGROUP SCORES	n/a	n/a	n/a
1. _____(specify subgroup)			
Number of students tested			
2. _____(specify subgroup)			
Number of students tested			
3. _____(specify subgroup)			
Number of students tested			
4. _____(specify subgroup)			
Number of students tested			