

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: [] Elementary [] Middle [] High [] K-12 [] Charter

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

Official School Name Walnut Glen Academy for Excellence
(As it should appear in the official records)

School Mailing Address 3101 Edgewood Drive
(If address is P.O. Box, also include street address)

Garland _____ Texas 75042-6345
City _____ State Zip Code+4 (9 digits total)

County Dallas State School Code Number* 057-909-122

Telephone (972) 494-8330 Fax (972) 494-8725

Website/URL <http://www.garlandisdschools.net/WalnutGlenAcademyforExcellence/index.asp>

E-mail smcclosk@garlandisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

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

District Name Garland Independent School District Tel. (972) 494-8201

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Keith Montgomery
(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 _____

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

1. Number of schools in the district: 47 Elementary schools
13 Middle schools
0 Junior high schools
8 High schools
2 Other 1. CBC (Cooperative Behavior Ctr.)
2. GAEC (Garland Alternative Education Ctr.)
70 TOTAL
2. District Per Pupil Expenditure: \$8,784
Average State Per Pupil Expenditure: \$9,269

SCHOOL

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1, 2005 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	24	15	39	8			0
1	34	34	68	9			0
2	53	34	87	10			0
3	38	48	86	11			0
4	31	51	82	12			0
5	37	52	89	Other (EC)	1	0	1
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							452

6. Racial/ethnic composition of the students in the school: 32 % White
11 % Black or African American
39 % Hispanic or Latino
18 % Asian/Pacific Islander
<1 % American Indian/Alaskan Native
100% Total

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

7. Student turnover, or mobility rate, during the past year (2005-2006): 9%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	39
(4)	Total number of students in the school as of October 1	452
(5)	Total transferred students in row (3) divided by total students in row (4)	0.086
(6)	Amount in row (5) multiplied by 100	8.6%

8. Limited English Proficient students in the school: 24%
108 Total Number Limited English Proficient
Number of languages represented: 9
Specify languages: Spanish, Vietnamese, Arabic, Bengali, Cantonese, IBO/IGBO, Korean, Telugu, Urdu
9. Students eligible for free/reduced-priced meals: 42%
Total number students who qualify: 188

10. Students receiving special education services: 7%
31 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>8</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>5</u>	Specific Learning Disability
<u>5</u>	Emotional Disturbance	<u>13</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>15</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)	2	0
Classroom teachers	28	0
Special resource teachers/specialists	8	0
Paraprofessionals	11	0
Support staff	6	0
Total number	55	0

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1
13. Show the attendance patterns of teachers and students as a %age. 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 %age 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.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	97%	98%
Daily teacher attendance	96%	96%	97%	94%	97%
Teacher turnover rate	11%	4%	7%	11%	41%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

The mission of Walnut Glen Academy for Excellence is to provide excellence in education for our diverse population by teaming with parents and community members to present both basic and innovative learning opportunities for students to develop into successful and responsible members of a world society. Students are encouraged to achieve high academic standards, develop positive attitudes about learning, and use knowledge meaningfully. Students are also taught to integrate technology into their daily lives, practice problem-solving skills, and develop strong interpersonal and communication skills. In addition to an academic program, student potential is broadened through a strong fine arts program that includes art, music, and orchestra.

As part of a court-ordered desegregation plan, Walnut Glen Academy was created in 1988 as a magnet school. Our primary philosophy is to enhance the educational opportunities for children in a low socio-economic area, while simultaneously meeting the needs of the gifted and talented students, bilingual gifted and talented students, and Learning in a Functional Environment (LIFE) students. With excellence as our ultimate goal, we have established an atmosphere in which students possessing a wide range of abilities understand that everyone has the potential to improve and be successful. Students are guided by highly qualified, dedicated, caring teachers to create products, take risks, and accept challenges in a climate emphasizing individual academic potential and worth.

Students at Walnut Glen Academy are taught reading, writing, math, science, and social studies in a departmentalized setting following state guidelines as prescribed in the Texas Essential Knowledge and Skills (TEKS). Our teachers prepare students to be successful by aligning their courses both vertically and horizontally, meeting in district cadre groups to discuss instructional methods, utilizing the online curriculum provided by our school district, emphasizing research at each grade level, and employing higher level thinking skills models such as Bloom's Taxonomy. Teachers go beyond providing a strong foundation in basic skills for both our gifted and economically disadvantaged students by stretching and enriching the regular curriculum. Our staff's commitment to providing a strong reading environment for students has resulted in the majority of our students reading on or above grade level. Our emphasis on fine arts provides all students opportunities to expand new ways of thinking through reasoning, investigating, and communicating which in turn reflect in higher test scores for all students.

The Literary/Fine Arts Festival, our culminating activity held in May of each year, celebrates the many talents and abilities of our diverse student body. This event planned by the librarian and fine arts teachers is attended by our school community, including parents, district personnel, and community members. The two-week festival showcases the artistic talents of our students through activities such as choral and instrumental performances, original writing shared with peers and parents, artwork displays on mat boards throughout the hallways, and performances by students in the wax museum. Students also enjoy talks by visiting authors, illustrators, and storytellers.

Walnut Glen Academy continues to be recognized as a highly successful school by the Texas Education Agency, receiving Exemplary ratings for 2003-04, 2004-05, and 2005-06. Additionally, the Texas Business and Education Coalition (TBEC) Honor Roll has rated our school one of the top schools in the state for 2005-2006. This organization selects schools based on academic excellence, innovation, determination, and teamwork "that motivates, challenges, and prepares students for the future."

Walnut Glen Academy maintains a rich tradition of promoting learning as a lifelong process for students, staff, parents, and community. Art permeates the halls and classrooms laying a foundation where creativity is valued, student work is validated, and the whole child is developed. The nurturing environment fostered at Walnut Glen helps our students make connections with the school and each other so they can develop the skills, confidence, and tools to live productive lives, and, if they desire, achieve greatness.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Texas has been a leader in the area of statewide assessment systems since the program began in 1979 as the Texas Assessment of Basic Skills. Since that time, the statewide assessment program has undergone three major rebirths, evolving into the Texas Assessment of Knowledge and Skills, or TAKS. The TAKS is a criterion-referenced assessment that measures a student's acquisition of the state-mandated curriculum (TEKS) in the content areas of reading and mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10, & 11) and social studies (grades 8, 10, & 11). The assessments are based on higher-order thinking skills and problem solving strategies to assure a deep level of student learning.

Results are compiled and reported at the student, school, district, and state levels. Individual student results are reported with a student performance rating of Commended Performance, Met Minimum Expectation, and Did Not Meet Minimum Expectation in each subject tested. The student assessment results on the TAKS test at the campus and district level are used in the state accountability system as one set of indicators to assign ratings to campuses and districts. There are four levels of ratings assigned in the accountability system: Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. Additional information about the state assessment can be found at: <http://www.tea.state.tx.us/student.assessment/>.

Under the rigorous TAKS program, Walnut Glen has earned an Exemplary rating for 2003-04, 2004-05, and 2005-06. This indicates that students attending this campus continue to perform at high levels in all areas assessed. All of this has occurred while the campus saw a change in its demographics between the 2002-03 and 2005-06 school years: 1.1% decrease in African American students; 9.1% increase in Hispanic students; 6.8% decrease in White students; and 3.3% increase in economically disadvantaged students.

Subgroups showed dramatic improvement in the areas of reading and mathematics. African American and Hispanic students saw improvement comparable to their district and state peers. African American students saw a change rate of 19% between the years of 2002-03 and 2005-06 on the reading assessment. Specifically, this subgroup improved from a 76% meeting minimum expectations (2003) to 95% meeting minimum expectations (2006). African American students' minimum passing rates rose in mathematics from 54% (2003) to >99% (2006). Hispanic students had similar gains on minimum passing rates. On the reading assessment, Hispanic students' passing rates improved from 81% (2003) to 99% (2006), an 18% change. The math assessment results reflected a 20% increase over the same period, improving from 74% (2003) to 94% (2006).

Moreover, the economically disadvantaged student subgroup at Walnut Glen saw passing rates improve at rates higher than their district or state peers. In the area of reading, economically disadvantaged student passing rates increased from 75% (2003) to 98% (2006), a 23% change during the four year period, compared with a 19% change for similar students in the district and 20% change for similar students in the state. Mathematics passing rates for economically disadvantaged students increased 35% during the same period, up from 60% (2003) to 95% (2006), compared to a passing rate increase for similar students of 19% for the district and 20% for the state.

The state has awarded Walnut Glen several Gold Performance Acknowledgments which are given to campuses for high levels of performance. These acknowledgements are Commended Performance in Reading, Writing, Mathematics, & Science: 2006, 2005, 2004 and Attendance in 2006 (for the 2004-05 school year) and 2005 (for the 2003-04 school year). The attendance acknowledgement indicates that the

campus has an attendance rate greater than or equal to 97%. The four content area acknowledgements indicate that $\geq 20\%$ of the assessed students, including disaggregated subgroups, performed at or above the Commended level of performance, a scale score of 2400, or approximately 93% correct responses.

2. Using Assessment Results:

The Walnut Glen principal and teachers analyze assessment results from the Academic Excellence Indicator System (AEIS), ITBS, TAKS, district benchmark results, and teacher-generated assessments at the beginning of each school year in order to formulate plans for determining the best ways to help each child achieve success. These results are used to determine which students could benefit from before school computer tutorials and after school tutoring with teachers. Vertical subject teams for math, science, and reading identify problem areas from standardized test data and collaborate on instructional methods best suited to address individual student weaknesses and/or group weaknesses.

The use of standardized tests and other assessments has led the staff to seek out and identify effective research-based materials to impact instruction. Reading teachers and the literacy teacher recommended applying for a grant to fund a Books-to-Go program which provides tape players and books on tape to support Spanish-speaking students with no English support at home. Analysis of TAKS results indicated that students needed more practice reading nonfiction materials. This information led to the change in the Principal's Book Club requirements to include nonfiction. Additionally, science and social studies teachers included materials such as National Geographic Explorer and Cobblestone to enhance nonfiction reading in their classrooms. Assessments also indicated a weakness in math facts for students at all grade levels. The Renaissance Learning Accelerated Math Facts web-based program was purchased to provide students a fun way to learn math facts at school or at home.

All students take the STAR test at the beginning of the school year to determine reading level. Results of the TPRI and STAR tests are used for kindergarten, first, and second grade students to determine which students will work individually or in groups with the literacy specialist. Using the STAR results as well as required state and district tests, reading teachers and the literacy specialist make decisions about the best way to help students improve their reading and comprehension levels.

3. Communication of Student Performance:

Walnut Glen encourages parent participation in the learning process by communicating expectations at our PTA-sponsored picnic welcoming students and parents "back to school." A few weeks later, grade level parent/teacher meetings are held to address specific questions about homework assignments, grading, behavior, and academic expectations. Our district recently gave parents online access to students' daily grades. Students also take home progress reports and report cards each six weeks.

Throughout the year, parents are notified in a variety of ways about student progress. Each child receives a daily planner that serves as a two-way communicator between teachers and parents. Information includes what was taught in each subject during the day, homework assigned, project due dates, and behavior reports. Additionally, teachers frequently communicate with parents through email, by telephone, and through weekly Thursday notes, which contain testing information, field trips, and grade-level information. Staff members also contribute articles to the monthly PTA newsletter. At the end of each six weeks, the principal reviews and signs each report card and contacts parents with any concerns.

Formal parent/teacher evening conferences are scheduled twice during the year. Parents and teachers meet one-on-one as needed to discuss student progress throughout the year. Parents also feel comfortable meeting with the principal to discuss student progress either in a formal conference time, or informally as she greets parents and students in the front hall each morning and at the crosswalk in the afternoons.

Teachers often meet with parents as they pick up and drop off their children. Teacher attendance at PTA functions and programs allows parents to visit with them informally.

TAKS results are published in the local newspaper, posted on the Texas Education Agency website, and related to members of the Campus Improvement Team. Individual standardized test results are sent home to parents. State report card results for Walnut Glen are presented at a parent meeting held by the principal as well as information being sent home with each student.

4. Shared Success:

As an Honor Roll School for the Texas Business and Education Coalition and Just for the Kids, the principal and faculty members from Walnut Glen have met with schools from other districts to exchange successful strategies. The principal also serves on the TBEC mentor program conducting phone conferences with other schools to discuss best practices on our campus. Additionally, the principal and assistant principal regularly attend book studies and meetings with other principals and assistant principals to compare instructional methods and best practices of successful schools. The librarian has also shared the successful techniques used for research with elementary, middle and high school teachers district-wide.

Highly qualified teachers serve on district cadre teams and conduct vertical and horizontal curriculum meetings with teachers from other magnet schools throughout the year to exchange ideas. Ideas, strategies, and instructional methods are also exchanged through emails with teachers from other schools. Walnut Glen Academy teachers often work on writing district curriculum with teachers from the other academies. Vertical team members mentor new teachers to our building, and the art and music teachers mentor new teachers to the district.

Many of the Walnut Glen's success stories have been featured in the local newspaper, on the district website, and on Garland's GRS-TV. These include our 460 students reading 32,000 books during the 2005-06 school year, the Literary/Fine Arts Festival, patriotic presentations for Veteran's Day, the Honor Choir's selection to perform at Texas Music Educators Association annual convention, orchestra performances both locally and at the State Capitol, and science students participating with the Robotics team from the GT middle school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The reading/language arts curriculum focuses on improving reading skills at all levels, increasing vocabulary, and emphasizing reading of nonfiction as well as fiction books. Special emphasis on listening comprehension helps students improve focus and concentration. Students at all grade levels keep writing journals and are given many opportunities to develop a sense of their own writing style through experimentation in poetry and other genres. Writing may include a response to a novel study where students analyze the novel through the eyes of a writer. During the year, older and younger students share writing, publish books, and write and perform their own plays.

Math teachers utilize the district online curriculum and various textbooks. Math manipulatives and the SuccessMaker computer program offer students different ways to learn. Students keep journals and write their own word problems throughout the year. They also work on Accelerated Math at school and have a password to access the program at home. Real-world math problems include using newspaper advertising circulars for math assignments in fourth grade, learning check writing and checkbook balancing by fifth graders at Enterprise City, and competing on multiplication facts as they play “The Biggest Winner” game in third grade. Students participating in the gifted program are accelerated one grade level in math.

Social Studies teachers provide enrichment for students through field trips, such as the John F. Kennedy Sixth Floor Museum for fifth grade, the Capitol and Texas State Cemetery in Austin for fourth grade, and a trail ride for third grade that bring social studies to life. Collaborative research projects with the librarian utilize magazine databases, reference materials, and Internet resources to investigate topics such as Kennedy assassination theories in fifth grade and heroes of Black history in third grade.

Science teachers focus on scientific inquiry and critical thinking skills through classroom science experiments. In addition, teachers use nonfiction science books and modules such as Science and Technology for Children (STC) and Field Option Science Systems (FOSS), AIMS, GEMS, and Science Research Associates Science Lab (SRA) to tailor lessons for students. Assessments may include the students’ ability to construct models to demonstrate their knowledge of science concepts or to plan and implement their own investigations.

Walnut Glen provides extensive art opportunities for students because of our belief that arts education not only influences creativity in academics, but also helps to develop the whole child. Two art specialists lead the art program at Walnut Glen. Using a Disciplined Based Art Education (DBAE) approach, students in grades K-5 explore the world of art through art production, history, criticism, and aesthetics. Students are also given the opportunity to create original works of art on 35 computers using computer aided technology (e.g., WACOM drawing tablets, Painter Classic software). Artist visits and field trips to local museums provide even greater experiences for students to investigate the cultural and historical heritage of art.

Student-centered music instruction mixes skilled learning with discovery and the creative process. The Orff process allows students not only to sing, play instrument accompaniments, and perform dance movements, but also encourages students to successfully create their own song, accompaniments, and dances. Sofeggio scale instruction and the Kodaly method are also used. Fourth and fifth grade students may participate in the strings program where they learn fundamentals, beginning melodies, and techniques needed to continue playing their instrument in middle and high school. Enriched music students study masterworks of western music, music from other cultures, learn improvisations, composition, music theory, and music skills.

Foreign language instruction comes from the district-funded Spanish instruction. A Spanish teacher spends 30 minutes per week in grades 1-5. This emphasis on Spanish has enabled all students to better understand and communicate with each other. A by-product of this opportunity has been an increased interest in other languages spoken by our multicultural student body.

2a. Reading:

Reading at Walnut Glen is as much of an obsession as it is a vital part of the curriculum. Students at every level can be seen reading throughout the school day whether they are in the cafeteria, classroom, or gym before school starts. Reading became a school-wide emphasis four years ago when the principal established the Principal's Book Club challenging students to read a minimum of 50 books during the school year. Since that time, students have read an average of 25,000 books a year. This year nonfiction reading was added to the 50-book requirement. Students in first grade must read 5 nonfiction books, second graders read 10, third and fourth read 15, and fifth graders read 20. Accelerated Reader reports are used to verify the number of quizzes passed and the number of nonfiction books read. Members of the Principal's Book Club have their names posted on a bulletin board in the main hall and names announced over the public address system. Other reading recognition comes in the form of Point Club buttons for each six weeks and Pizza Hut Book-It coupons. Additional reading incentive programs in our school are Six Flags Read to Succeed and the Texas Bluebonnet Award program.

Teachers set individual reading goals for the students using the Accelerated Reader program. Students are aware of their own individual reading levels and strive to raise them by meeting their reading goal each six weeks. At-risk and bilingual students are placed into individual or small group sessions with the literacy specialist. They are also encouraged to participate in the Books-to-Go program which circulates books, tapes, and tape players to them to help with reading comprehension and fluency. These students may attend early morning computer sessions using SuccessMaker for reading. Students in grades 2-3 keep reading logs. Extensive use of novel studies in grades 1-5 provides writing and spelling opportunities for students as well as improving vocabulary, comprehension, and fluency.

A vibrant library program and open checkout throughout the day teamed with this attention to reading establishes a "culture of reading" which influences everything that is done at school and outside of school. This emphasis promotes our goal of having all students reading one grade level above by the time they leave Walnut Glen.

3. Additional Curriculum Area – Science:

The philosophy at Walnut Glen emphasizes a hands-on science program so that even the youngest students can begin an understanding of scientific inquiry and the development of critical thinking skills. By making science an exciting learning experience, we foster a love for science that follows students through the rest of their lives. Recognizing the correlation between science, math, and reading, teachers strive to use cross-curricular activities to enhance learning. They emphasize inquiry-based science teaching through the use of small group interactions and oral group presentations.

Classroom time is spent focusing on concepts and exploration. Hands-on experiments using and extending FOSS materials offer a springboard to further individual learning in each of the scientific disciplines—earth, life and physical science. Students are given lab assignments so that each member of the group stays engaged. Each child keeps a logbook for note-taking, vocabulary-building, observations, data transcription, and illustrating processes and results during the experiment. Students use science trade books, online resources from EBSCO, and Internet resources for scientific research. Other resources such as Google Earth and United Streaming provide access to thousands of videos. Measuring-Up E-Path, a district-funded analysis program for fifth grade, helps the science teacher analyze each child's

weaknesses. Teachers use National Geographic Explorer magazines in science class for enrichment and practice activity. Students in grades 3-5 also participate in the science fair and invention convention. Science studies are extended even more for fifth graders during their annual stay at Camp Grady Spruce. Naturalists from the outdoor education center design science activities such as orienteering, weathering, erosion, journaling, and astronomy for students to work on while they are at the camp. Fifth grade teachers follow up on the activities once students return to our campus. A fifth grade team made up of 25 students chosen from an essay they wrote, participated with state award winning middle school robotics team on their campus and at the regional competition. Students drove previously constructed robots and built simple systems for their own robot.

4. Instructional Methods:

Integrating the subject areas at Walnut Glen instead of teaching content in isolation provides students with an understanding of how all knowledge is linked together. A focus on literacy in all subjects produces students who are comfortable sharing information with their peers and teachers. Exposure to informational texts such as science magazines and trade science books expands even our youngest students' understanding of cause/effect, comparison/contrast, and problem solving/solutions. Other benefits of using these science and social studies related materials are increased vocabulary, a broader base of writing styles, and opportunities for students from families with limited resources to experience the world. Gifted and talented strategies are used throughout the curriculum with a moderation of pacing to stimulate curiosity and invigorate learning.

Walnut Glen teachers prepare students to be successful on state exams by aligning their courses vertically through the grades and horizontally across the grade level, utilizing the online curriculum provided by our school district, emphasizing research at each grade level, and employing higher level thinking skills models to enhance questioning strategies.

Teachers use textbooks, purchased materials, and quality picture books, in conjunction with their own creativity and assessment of the needs of all students to develop lessons appropriate to the individual learner. Instructional methods vary depending on the needs and abilities of both gifted and nongifted students at each grade level. Reading/language arts, math, social studies, and science classes are ability-grouped in all grade levels to provide students with teachers who are highly qualified to teach that subject area. In addition, art, music, strings, and physical education classes provide flexible-grouping opportunities for all students to work together.

Classroom instruction includes cooperative grouping, individual or group presentations, peer teaching across the grade levels, peer editing, and teacher-led discussions. Students in grades 1-5 use Britannica Online and EBSCO databases as they apply research skills using the Big6 model for information problem solving. Projects utilizing PowerPoint presentations, bio-cubes, in-house book publishing, role-playing, debate, and group presentations reinforce learning at all grade levels.

5. Professional Development:

Our highly qualified, professional staff is energized by learning and sharing new knowledge within the Walnut Glen learning community. All teachers participate in the required district staff development offerings. Cadre members are trained several times a year in the use of online curriculum, new materials, and teaching strategies to keep current in their field of study so they can return to campus to train subject team members. The principal's trust and belief in the staff also enables teachers to be their own agents of change. Teachers are given the freedom to recommend and plan staff development based on their personal professional growth needs and the needs of their students.

Over the past five years, staff members have identified and planned several book studies to address areas of need, such as team building and curriculum development. Faculty groups were assigned responsibility for teaching chapters from specific books to the whole staff. Group members employed role-playing, audio/visual aids, and interactive games to involve everyone in the learning process. Studying such books as Whale Done by Ken Blanchard and ZAPP! in Education by William C. Byham has produced a positive environment both for students, parents, and faculty members. As a result of the team-building, teachers are willing to share new techniques and ideas with each other. Ideas come from graduate studies, workshops outside and inside the district, seminars, and conferences. The book study, Teaching with Love and Logic by Jim Fay and David Funk, was aimed at parents and teachers working cooperatively to address school and home behavior problems. Curriculum needs such as a weakness in writing are identified and addressed through book studies. One example of this was the entire faculty's participation in the study of The Art of Teaching Writing by Lucy McCormick Calkins. As a result of TAKS writing data analysis, the staff determined that we needed to teach and use writing in all areas of the curriculum including the fine arts and physical education. Overall improvement in writing at all grade levels was a direct result of this book study. Teacher collaboration on identified weaknesses has resulted in significant improvement not only on TAKS scores for writing but also on all student writing.

PART VII - ASSESSMENT RESULTS

Texas Assessment of Knowledge and Skills 3rd Grade Reading Scores				
	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	99	100	100	97
% At Commended Performance	70	65	61	61
Number of students tested	86	79	85	64
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Met Standard	97	100	100	90
% At Commended Performance	58	46	38	5
Number of Students Tested	38	85	32	19
2. Black				
% At or Above Met Standard	100	*	*	*
% At Commended Performance	82	*	*	*
Number of Students Tested	11	*	*	*
3. White				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	74	86	85	84
Number of Students Tested	23	28	26	32
4. Hispanic (LEP Included)				
% At or Above Met Standard	98	100	100	100
% At Commended Performance	58	48	47	46
Number of Students Tested	40	29	34	11
5. Asian or Pacific Islander				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	92	60	58	50
Number of Students Tested	12	15	19	12

*Less than ten students tested.

Notes: All scores are cumulative across all three administrations for SSI grades/subjects. The minimum passing scores was raised in 2004 and 2005 administrations based on the phase-in of panel recommendation. Commended level has remained constant.

Texas Assessment of Knowledge and Skills 4th Grade Reading Scores

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	98	100	97	97
% At Commended Performance	52	61	79	57
Number of students tested	81	82	62	60
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Met Standard	94	100	88	90
% At Commended Performance	46	42	53	21
Number of Students Tested	33	31	17	19
2. Black				
% At or Above Met Standard	*	*	*	*
% At Commended Performance	*	*	*	*
Number of Students Tested	*	*	*	*
3. White				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	62	92	97	76
Number of Students Tested	29	26	31	29
4. Hispanic (LEP Included)				
% At or Above Met Standard	97	100	100	100
% At Commended Performance	46	37	64	15
Number of Students Tested	33	35	11	13
5. Asian or Pacific Islander				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	50	53	75	73
Number of Students Tested	14	17	12	11

*Less than ten students tested.

Notes: All scores are cumulative across all three administrations for SSI grades/subjects.

The minimum passing scores was raised in 2004 and 2005 administrations based on the phase-in of panel recommendation. Commended level has remained constant.

Texas Assessment of Knowledge and Skills 5th Grade Reading Scores

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	100	99	97	93
% At Commended Performance	55	64	79	51
Number of students tested	87	74	65	82
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Met Standard	100	96	90	83
% At Commended Performance	15	46	32	30
Number of Students Tested	33	22	19	30
2. Black				
% At or Above Met Standard	*	*	*	67
% At Commended Performance	*	*	*	33
Number of Students Tested	*	*	*	12
3. White				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	86	77	94	72
Number of Students Tested	28	35	32	36
4. Hispanic (LEP Included)				
% At or Above Met Standard	100	100	93	92
% At Commended Performance	22	62	57	33
Number of Students Tested	37	13	14	24
5. Asian or Pacific Islander				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	72	53	83	40
Number of Students Tested	18	17	12	10

*Less than ten students tested.

Notes: All scores are cumulative across all three administrations for SSI grades/subjects.

The minimum passing scores was raised in 2004 and 2005 administrations based on the phase-in of panel recommendation. Commended level has remained constant.

Texas Assessment of Knowledge and Skills 3rd Grade Math Scores

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	92	96	100	88
% At Commended Performance	51	60	59	48
Number of students tested	86	78	83	65
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Met Standard	87	91	100	65
% At Commended Performance	34	40	27	5
Number of Students Tested	38	35	30	20
2. Black				
% At or Above Met Standard	100	*	*	70
% At Commended Performance	64	*	*	10
Number of Students Tested	11	*	*	10
3. White				
% At or Above Met Standard	96	100	100	97
% At Commended Performance	65	75	84	63
Number of Students Tested	23	28	25	32
4. Hispanic (LEP Included)				
% At or Above Met Standard	85	90	100	75
% At Commended Performance	35	41	33	17
Number of Students Tested	40	29	33	12
5. Asian or Pacific Islander				
% At or Above Met Standard	100	100	100	91
% At Commended Performance	67	67	68	73
Number of Students Tested	12	15	19	11

*Less than ten students tested.

Notes: All scores are cumulative across all three administrations for SSI grades/subjects. The minimum passing scores was raised in 2004 and 2005 administrations based on the phase-in of panel recommendations. Commended level has remained constant.

Texas Assessment of Knowledge and Skills 4th Grade Math Scores

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	99	99	94	93
% At Commended Performance	7	68	68	49
Number of students tested	80	81	62	61
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Met Standard	97	97	82	85
% At Commended Performance	58	53	47	15
Number of Students Tested	33	30	17	20
2. Black				
% At or Above Met Standard	*	*	*	*
% At Commended Performance	*	*	*	*
Number of Students Tested	*	*	*	*
3. White				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	83	84	74	59
Number of Students Tested	29	25	31	29
4. Hispanic (LEP Included)				
% At or Above Met Standard	97	97	91	85
% At Commended Performance	53	54	46	31
Number of Students Tested	32	35	11	13
5. Asian or Pacific Islander				
% At or Above Met Standard	100	100	92	100
% At Commended Performance	79	71	10	67
Number of Students Tested	14	17	12	12

*Less than ten students tested.

Notes: All scores are cumulative across all three administrations for SSI grades/subjects. The minimum passing scores was raised in 2004 and 2005 administrations based on the phase-in of panel recommendations. Commended level has remained constant.

**Texas Assessment of Knowledge and Skills
5th Grade Math Scores**

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	100	10	96	94
% At Commended Performance	86	70	67	60
Number of students tested	87	74	66	82
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Met Standard	100	91	85	83
% At Commended Performance	69	55	15	30
Number of Students Tested	32	22	20	30
2. Black				
% At or Above Met Standard	*	*	*	67
% At Commended Performance	*	*	*	50
Number of Students Tested	*	*	*	12
3. White				
% At or Above Met Standard	100	100	100	100
% At Commended Performance	100	91	84	76
Number of Students Tested	28	35	32	37
4. Hispanic (LEP Included)				
% At or Above Met Standard	100	92	93	96
% At Commended Performance	70	39	43	44
Number of Students Tested	37	13	14	23
5. Asian or Pacific Islander				
% At or Above Met Standard	100	94	100	100
% At Commended Performance	94	65	83	50
Number of Students Tested	18	17	12	10

*Less than ten students tested.

Notes: All scores are cumulative across all three administrations for SSI grades/subjects. The minimum passing scores was raised in 2004 and 2005 administrations based on the phase-in of panel recommendations. Commended level has remained constant.

Texas Assessment of Knowledge and Skill

Commended Performance

Percent of Students Exceeding State Met Standard-Third, Fourth and Fifth

Reading

2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003
59.1%	63.0%	71.7%	55.8%

Math

2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003
69.6%	66.1%	64.0%	52.9%

Texas Assessment of Knowledge and Skill

State Developed Alternative Assessment*

Third, Fourth and Fifth Grades

Reading

	2005-2006	2004-2005	2003-2004	2002-2003
Total Special Education	19	17	20	11
Number Tested on TAKS	*	*	*	*
Number Tested on SDAA/SDAA II	*	*	*	*
% Meets ARD Expectations	100	100	69	64

Math

	2005-2006	2004-2005	2003-2004	2002-2003
Total Special Education	19	17	20	11
Number Tested on TAKS	*	*	*	10
Number Tested on SDAA/SDAA II	*	*	*	*
% Meets ARD Expectations	92	93	44	79

SDAA was administered to special education students with individual educational plans (2002-2003 & 2003-2004).
 SDAA II was administered to special education students with individual educational plans (2004-2005 & 2005-2006).
 *Less than ten students tested.

Walnut Glen Elementary

Attendance

2005-2006	2004 - 2005	2003 - 2004	2002 - 2003
97.6	97.5	97.8	97.4

Total Population: 452 Total Population: 457 Total Population: 401 Total Population: 449

Notes: All scores are cumulative across all three administrations for SSI grades/subjects.

The minimum passing scores was raised in 2004 and 2005 administrations based on the phase-in of panel recommendations.

Commended level has remained constant.