

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Dr. Lynda De Leon Ed.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 5222 Merganser
(If address is P.O. Box, also include street address.)

Corpus Christi Texas 78413-4641
City State Zip Code+4(9 digits total)

County Nueces State School Code Number* 176904

Telephone (361) 994-3642 Fax (361) 994-3615

Web site/URL clubestates.ccisd.us E-mail ladeleon@ccisd.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Principal's Signature Date _____

Name of Superintendent Mr. D. Scott Elliff
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Corpus Christi ISD Tel. (361) 886-9003

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. William A. Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 38 Elementary schools
 _____ 12 Middle schools
 _____ Junior High Schools
 _____ 6 High schools
 _____ 4 Other
 _____ 60 TOTAL
2. District Per Pupil Expenditure: _____ 7430
 Average State Per Pupil Expenditure: _____ 7466

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	42	37	79	8	0	0	0
1	52	38	90	9	0	0	0
2	45	34	79	10	0	0	0
3	43	40	83	11	0	0	0
4	40	35	75	12	0	0	0
5	47	43	90	Other			0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							496

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 5 | % Black or African American |
| 65 | % Hispanic or Latino |
| 28 | % White |

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 26 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	79
(2)	Number of students who transferred from the school after October 1 until the end of the year	51
(3)	Total of all transferred students [sum of rows (1) and (2)]	130
(4)	Total number of students in the school as of October 1	496
(5)	Total transferred students in row (3) divided by total students in row (4)	0.26
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 5 %
24 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: Spanish, Filipino (Tagalog), Romanian

9. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 222

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: 10 %
48 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>6</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>17</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>10</u>	Specific Learning Disability
<u>7</u>	Emotional Disturbance	<u>30</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u>0</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>3</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support Staff	<u>11</u>	<u>0</u>
Total number	<u>56</u>	<u>0</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	95 %	96 %	95 %	93 %	93 %
Teacher turnover rate	7 %	7 %	7 %	14 %	19 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Club Estates Elementary School, located in Corpus Christi, Texas, is a wonderful example of a campus that is climbing the ladder of success. Since opening its doors to children in 1979, the school staff has been dedicated to its mission of providing a quality education by implementing innovative teaching practices and adapting those practices to accommodate individual learning styles and needs. In short, our district and campus mission strives to develop the hearts and minds of all students. By keeping this goal in the forefront, the students of Club Estates Elementary have proven they are on the right track by showing significant gains in academic achievement across all subgroups over the past several years.

The academic curriculum is derived from the Texas Essential Knowledge and Skills (TEKS) provided to all public schools by the Texas Education Agency (TEA). The TEKS are grade-level specific and delineate what information must be taught in each of the core subject areas, including fine arts and technology. The crucial role of the teacher is to deliver instruction in a way that is motivating and challenging, all the while building the students' level of engagement. As evidenced by our standardized test scores, our teachers are doing just that. Our students thrive and succeed in a safe, nurturing learning environment that focuses on the development of the whole child.

Accelerated Reader and Balanced Literacy are reading programs used to enhance the curriculum in grades K-5. By utilizing these programs, teachers are better able to monitor and assess student progress and communicate that progress to parents.

In the area of mathematics, the school has implemented consistent schoolwide problem-solving strategies, helping to improve the school's vertical alignment. Science is taught daily in all grades with students experiencing hands-on experiments or demonstrations weekly in a lab-type setting helping to contribute to our commended performance rate of 55% in 2007.

The school's fine arts program consists of a three-week rotation of art and music classes for grades 1-5, with lessons integrated into each grade level's curriculum, which assists in cementing the students' learning and building real-world connections. The physical education program emphasizes the benefits of exercise, eating correctly, and developing a healthy life style.

Technology is yet another tool used by all teachers to support the curriculum and increase the level of learning. Computer applications are available to all students, not only in their classrooms, but also in our computer lab, which provides access to 30 computers, ideal for whole-group instruction. In addition, morning announcements are seen via closed-circuit TV with student leaders serving as our camera crew and co-anchors to the principals.

The after school activities that are offered to our students reinforce our philosophy of developing the whole child. Students in grades K-5 are able to participate in extracurricular activities that may include student council, safety patrol, running club, chess club, choir, recorder club, Boy Scouts, Girl Scouts and Destination Imagination, an organization that focuses on creativity and 'out of the box' thinking in order to build students' higher order thinking skills. All students are encouraged to serve as volunteers in service projects throughout the community. The students are taught to be productive members of society by participating in schoolwide service projects such as the Share Your Christmas food drive, a supply drive for the Corpus Christi Humane Society, and March of Dimes fundraisers benefiting premature babies.

We pride ourselves in establishing a positive rapport, not only with our students, but also with our parents. We have an active Parent/Teacher Association (PTA) that helps raise money for our school, as well as, plans activities to engage all stakeholders (students, parents, staff, and community members), in order to help bring family morals and values back into education. Supportive parents, a challenging curriculum, and dedicated teachers and staff are the reasons Club Estates Elementary continues to make great strides in its reach for the top of the ladder of success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Club Estates Elementary assesses students using a standards-referenced test called the Texas Assessment of Knowledge and Skills (TAKS). This test is administered to students in grades 3-5 in the spring of each school year. The results are used for diagnostic purposes by the school in order to determine the effectiveness of our current teaching practices. The state, however, uses the assessment results to determine promotion to the next grade level for students assessed in reading at grade 3, and reading and mathematics at grade 5.

The state performance levels are that of commended performance (scale score of 2400), met standard (scale score of 2100), and did not meet standard (below scale score of 2100). More information regarding the state assessment system can be found on the Texas Education Agency's website at www.tea.state.tx.us.

Club Estates' assessment results in reading and mathematics TAKS scores over the past few years have shown a significant improvement in all grade levels and all subgroups for both subjects tested. In 2007, all students (which include grades 3-5) scored 98% meeting the state's reading standard and 97% meeting the standard in mathematics, with little disparity in subgroups, ranging from 94-99%. Commended performance in reading was 63% in third grade, 31% in fourth grade, and 55% in fifth grade. In mathematics, commended performance in third grade was 47%, fourth grade 34%, and fifth grade 57%. Assessment results for reading and mathematics in 2006 were 97% and 94%, respectively. The African-American subgroup showed 87% meeting the state's standard in reading, compared to 98% for Hispanic students, and 97% for white students. All subgroups scored 90% or higher in mathematics. In 2005, the assessment results for reading were at 93%, with mathematics at 92%. Over the past several years, significant gains have been made in the number of students achieving commended performance. We attribute this growth in student achievement to several factors: the extra effort of the students, the hard work and dedication of the teachers/staff, the support and encouragement of parents, but most importantly, the analysis of the testing data to improve

2. Using Assessment Results

Teachers are becoming experts at disaggregating testing data and using that data to drive their instruction. In addition to TAKS, students are given two other benchmark assessments earlier in the year that allow teachers to analyze their performance by TEKS and TAKS objective and compare growth from the first assessment to the next. This enables the teachers to provide students with a more prescriptive type of instruction that focuses on each student's individual needs. Whole class instruction then focuses on the needs of the majority, and small group or 1:1 (one on one) instruction reinforces specific skills needed for improvement. After school tutorials target at-risk students, while tutorials during the school day are provided for any/all students experiencing academic difficulty or needing reinforcement of a particular skill or concept.

Assessment results are also a topic of discussion at our vertical team planning sessions, which take place once every six weeks. We have discovered that sharing this information within and across grade levels helps to improve vertical alignment within our campus, and as a result, improves student performance.

3. Communicating Assessment Results

Communication plays a vital role in the success of any school. For this reason, Club Estates Elementary works hard to build and maintain positive communications with students, parents, staff, community, and other public entities. This is accomplished using a variety of formats. Administration publishes a bi-weekly newsletter that contains a calendar of upcoming school events, as well as, sections spotlighting the successes of students and clubs/organizations. Our PTA also publishes a monthly newsletter that includes important reminders, ways to get involved with school activities, and helpful parenting tips. Another method of communication is through the school's website. The website provides parents and visitors with pertinent school information such as the dress code, grading guidelines, homework policy, and schedules. Parents will soon have access to view their student's grades, homework, and attendance on-line as an added

feature of an upgraded software system being implemented districtwide in February 2008. At the beginning of each school year, grade-level parent orientations are held in order to provide and disseminate information to parents. Teachers also encourage parents to communicate via email, parent conferences, and/or phone calls. Administrators maintain an open-door policy with parents whereby they feel comfortable asking questions, sharing concerns, or suggesting ideas for improvement.

In late spring of each school year, when results of the standardized assessment are first received, the information is shared with parents in the principal's newsletter. Thereafter, the district's results are published in the local newspaper. In addition, a district-generated school report card is sent home to all of our parents and later discussed at a subsequent PTA meeting. End-of-year awards assemblies also provide administrators with an ideal time for sharing the assessment results with parents and guests.

4. Sharing Success:

One way that Club Estates Elementary goes about sharing effective teaching practices is by collaborating with colleagues via grade-level planning sessions. In addition, vertical teams meet every six weeks in order to plan and better prepare engaging work for students. These vertical team planning sessions, called W.O.W. Wednesdays, allow teachers from different grade levels to offer suggestions and input for quality lesson design and provide teachers with time to 'Work on the Work' (W.O.W.). We also capitalize on our own resources by teachers voluntarily visiting other teachers' classrooms whom they consider to be master teachers. In addition, we look to other schools in our district that have demonstrated exemplary teaching practices and visit those schools to ask questions and to see effective teaching practices in action. We are able to share our successful strategies with other schools through monthly principals' meetings which allow for rich dialogue among administrative colleagues. In addition, we have a job-embedded trainer (J.E.T.) on our campus that serves as a model to other teachers at our school and within the district on how to implement Balanced Literacy strategies in their respective classrooms. The administrators recently shared effective ways of analyzing data by presenting their strategies to a group of aspiring principals at a Saturday meeting held in the fall of 2007. Club Estates Elementary is and will continue to be committed to finding creative and innovative ways of delivering instruction to meet the needs of all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Club Estates Elementary School utilizes the state's curriculum called the Texas Essential Knowledge and Skills (TEKS) to determine mastery of content. Since the TEKS reflect basic knowledge of information, the teachers incorporate ways of differentiating instruction to meet the needs of all learners. This may include designing work that is more rigorous, and includes aspects of further depth and complexity of the content, in order to challenge some students. On the other hand, teachers may utilize accelerated instruction, small group, 1:1 instruction, or tutorials within the day or after school to ensure the success of those children experiencing difficulty. Teachers integrate higher order thinking skills and questioning strategies into their daily lessons to ensure that students achieve at high levels and are able to think creatively and independently. One example of how this is accomplished is by having students prove their answers with evidence. In so doing, students take their learning to much higher levels.

Reading is a major area of focus at our school since we believe that fluent readers, and those who comprehend what they read, will be successful in all subject areas. Students are encouraged to make wise use of their time by reading their accelerated reading book while waiting for class to begin, during lunch time, as part of the daily homework practice, and any spare time in between. In the primary grades levels (K-2), reading instruction is focused on phonological awareness and phonics through the Open Court reading program. In addition, some components of Balanced Literacy are used at all grade levels in order to enhance our reading program.

Mathematics instruction is focused primarily on teaching the TEKS concepts, spiraling those concepts for repeated review, and daily drill of mathematics facts for memorization. The curriculum focuses on real-world problem solving.

Science instruction is taught daily at all grade levels (K-5). It includes life science, earth science, and physical science. To enhance the textbook lessons, students experience hands-on investigations and/or demonstrations in order to provide them with the needed exposure of inquiry, problem solving, analysis, and other elements of the scientific method.

Social Studies lessons focus on strengthening civic values at the local, state, and national levels. Students are taught about government, cultures, civilizations, history, and geography with special emphasis placed on citizenship and patriotism throughout the curriculum.

Fine Arts instruction consists of a three-week rotation between art and music classes for grades 1-5. Music focuses on the teaching of music through history and composers, musical note reading, rhythm, instrumentation, and choral reading/singing. Art classes integrate thematic-based projects with what is being taught in the core subject classes.

Technology TEKS are taught to all students in grades K-5 using Easy Tech, the state-adopted online technology textbook. Networked classroom computer stations are equipped with software that supports the curriculum, (e.g. Kid Pix, Lexia, Accelerated Reader, STAR Reading). All classes utilize our computer lab at least one time per week which allows for whole-group instruction on a variety of technological applications.

Physical Education classes emphasize the importance of exercise, eating correctly and living a healthy lifestyle. In addition, by playing organized games, students are taught the importance of sportsman-like conduct.

2a. (Elementary Schools) Reading:

Club Estates Elementary utilizes the basal reader in conjunction with the Open Court reading program in the teaching of the TEKS. The Open Court program was chosen as the best fit to meet our students' needs due to its emphasis on phonics and phonemic awareness. We believe that a strong phonics background helps lay the foundation for building fluent readers.

The Open Court reading program begins in kindergarten with students learning not only letters and sounds, but also the blending of those sounds to make words. Teachers introduce this using a variety of teaching experiences that include literature, songs, games, and computer software programs. One such computer program that has proven successful for our students is a phonics-based reading program called Lexia, which is designed for students 5-8 years of age. Thereafter, a program called Strategies for Older Students (S.O.S.) is used in the intermediate grades to reinforce phonics skills for those students that are still in need of extra practice.

The Accelerated Reader (AR) program is also used to supplement the basal reader. The AR program is designed to build fluency and comprehension in young readers through the student's ability to read books on his/her independent reading level, causing little or no frustration, all the while building an intrinsic love of reading. Our school has been very successful with this program, with several classrooms attaining model and master classroom status.

We believe that reading is a key component to success in all academic areas. Gone are the days of teaching reading as an isolated skill, as nowadays one must know how to read, comprehend, and analyze the information that was read, in order to be a successful student.

3. Additional Curriculum Area:

One reason for the improvement of scores and gains made in the area of mathematics could be attributed to schoolwide consistency. Through our vertical team planning, we have been able to apply consistent mathematics strategies from kindergarten through grade 5. The problem-solving strategies that we utilize are those of Grace Stasny and Joshua Horton. The Grace Stasny process is designed primarily to teach students which mathematical operation to use in a problem-solving situation based upon reasonableness. By going through a set of steps called A-B-C-D, students are able to figure out the correct operation, thereby increasing their chance of answering the question correctly. Joshua Horton's methods incorporate such strategies as making a t-chart, working backwards, guessing and checking, and making a list. By learning a variety of problem-solving techniques, students get a better grasp of the knowledge needed to prepare for any type of problem-solving scenario that they may encounter on the standardized test.

To further add to our consistent teaching practices, all teachers utilize TEKS Target Practice, a mathematics program purchased to supplement instruction and aid in the daily review of skills. Because mathematics is similar to reading in that it cannot be taught in isolation, TEKS Target Practice provides the daily repetition and spiraling of skills that students need in order to provide the constant reinforcement needed for mastery.

These consistent strategies incorporated into our curriculum over the past several years have resulted in significant gains in our mathematics achievement. We feel this is because students no longer have to learn new ways of doing things from one year to the next. Rather, their knowledge is built upon what was taught in prior years, thereby making the acquisition of new learning more manageable.

4. Instructional Methods:

At Club Estates Elementary, the teaching strategies utilized in the school are consistent with current research-based practices that support student learning. Teachers stay abreast of the latest information through their own reading of professional material, through attending in-services and workshops that are geared to improving student achievement, and through participation in collegial conversations with fellow teachers. Because no one strategy works best with all kids, teachers have to be equipped with all the necessary tools to deliver instruction that will meet the needs of all learners. This is why we have adopted a new way of thinking according to Phillip Schlechty's book 'Working on the Work' whereby teachers are designers of work and their primary focus is to design engaging work for students.

One such instructional method that teachers utilize to help take students' thinking to a much higher level and increase their level of engagement are Language to Literacy (L to L) charts. These charts target critical thinking skills by allowing students to make real-world connections to information they have just read, and how they might apply this new knowledge across the disciplines.

A new instructional approach our teachers are learning more about, and beginning to implement consistently in grades K-5, is the Shurley English language program. Shurley English is an innovative program that is uniquely designed and developed to meet the educational needs of all students by targeting all learning principles: motivation, retention, transfer, and reinforcement. The skills are presented in such a way that students are able to master concepts through repetition and through tapping into the visual, auditory, and kinesthetic learning styles. A favorite among the students are the Shurley Jingles. The jingles teach the parts of speech through musical chants and movement. Because of the familiarity the students already have with the tunes, they are able to catch on quickly, increasing their retention of information.

The instructional methods that we utilize at Club Estates Elementary focus primarily on the goal of schoolwide consistency, to the degree applicable at each grade level. Such is the case in the core curricular area of reading where we implement consistent strategies using an acronym called SQUARED. The SQUARED reading strategies were developed with input from all members of the reading/language arts vertical team. Any time a student is faced with a TAKS passage, or other reading material that requires comprehension and analysis, the students can utilize these strategies. The acronym stands for: S = Scan, Q = Questions, U = Underline key words, A = Always read story two times, R = Reading strategies, E = Eliminate wrong answers, D = Decide and verify. The strategies have proven to be successful for our students as evidenced by an increase in the percent of students passing the TAKS on the first administration and an increase in the percent of students attaining commended performance in reading.

5. **Professional Development:**

Each new school year begins with district and campus-based professional development days prior to the first day of school for students. The district in-service days are generally set where teachers are able to select from a variety of subjects and/or topics that target their particular areas of interest or personal professional growth goals. Teachers are able to take advantage of learning new and creative teaching methods from experts in the field during these professional development opportunities.

Campus-based staff development days begin initially with icebreaker activities that are designed to purposefully engage teachers and staff in casual conversation in order to help build a rapport with each other, as they may not have otherwise. We believe that getting to know each other on a personal level helps build a relationship of trust, which is a critical piece in the development of a professional community. We continue throughout the year to build rapport with one another through collegial dialogue via faculty meetings, WOW Wednesdays, grade level planning, and planning with the principal sessions. These same avenues help ensure the implementation of the school's curriculum and instructional strategies while also maintaining a strong level of support, both from colleagues and administrators.

At Club Estates Elementary, we use a variety of measures to determine our primary and secondary focal points for staff development. Our primary focus is determined by the needs of our campus as a whole. We examine student assessments, both standardized and informal. This might include TAKS scores and analysis of disaggregated data for grades 3-5, Texas Primary Reading Inventory (TPRI) results for grades K-2, STAR Reading growth reports, Diagnostic Reading Assessments (DRA), Lexia reports, and Accelerated Reader reports. After analyzing the data, decisions are realized as to where our strengths lie and where we need to focus our efforts in order to make more of an impact on student achievement.

Our secondary focus is determined by the needs of each individual teacher. Teachers complete a staff development survey at the end of every school year in order to help determine where their needs or interests range. Administrators review these surveys and allow teachers to attend workshops throughout the year that not only meet their personal

professional growth goals, but also support the campus initiatives and mission of developing the hearts and minds of all students. In so doing, the impact on our students' achievement has been significant. For this reason, we say Club Estates Elementary is well on its way to climbing the ladder of success.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test TAKS

Edition/Publication Year 2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met: Scale Score 2100	97	99	100	100	97
% "Exceeding" State Standards					
Commended: Scale Score 2400	62	57	48	48	40
Number of students tested	74	83	77	75	87
Percent of total students tested	97	97	94	89	96
Number of students alternatively assessed	2	3	5	8	2
Percent of students alternatively assessed	3	3	6	10	2
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100		90		100	
% "Exceeding" State Standards					
Commended: Scale Score 2400		60		55	
Number of students tested	2	10		11	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	96	100	100	100	96
% "Exceeding" State Standards					
Commended: Scale Score 2400	63	61	48	41	39
Number of students tested	49	41	44	39	49
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	100	100	100	100	97
% "Exceeding" State Standards					
Commended: Scale Score 2400	63	53	57	55	45
Number of students tested	19	30	23	22	33
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	97	97	100	100	94
% "Exceeding" State Standards					
Commended: Scale Score 2400	44	42	35	40	17
Number of students tested	32	31	26	25	18

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met: Scale Score 2100	97	88	85	96	94
% "Exceeding" State Standards					
Commended: Scale Score 2400	52	26	26	41	22
Number of students tested	79	74	88	90	77
Percent of total students tested	91	89	94	88	87
Number of students alternatively assessed	6	9	4	0	0
Percent of students alternatively assessed	7	11	4	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100		89			
% "Exceeding" State Standards					
Commended: Scale Score 2400		44			
Number of students tested	4	9			
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	96	89	83	94	91
% "Exceeding" State Standards					
Commended: Scale Score 2400	51	22	25	43	12
Number of students tested	53	46	53	47	33
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	100	87	90	100	97
% "Exceeding" State Standards					
Commended: Scale Score 2400	52	27	31	47	28
Number of students tested	21	15	29	34	32
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	97	84	77	83	92
% "Exceeding" State Standards					
Commended: Scale Score 2400	46	23	14	22	15
Number of students tested	37	31	22	23	13

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met: Scale Score 2100	95	96	88	88	94
% "Exceeding" State Standards					
Commended: Scale Score 2400	31	34	25	34	24
Number of students tested	88	74	75	92	82
Percent of total students tested	95	97	97	98	93
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	91				
% "Exceeding" State Standards					
Commended: Scale Score 2400	36				
Number of students tested	11				
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	96	96	88	88	93
% "Exceeding" State Standards					
Commended: Scale Score 2400	28	26	16	27	21
Number of students tested	50	47	43	52	42
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	96	100	85	94	94
% "Exceeding" State Standards					
Commended: Scale Score 2400	33	58	35	46	30
Number of students tested	24	19	20	35	33
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	95	97	88	83	88
% "Exceeding" State Standards					
Commended: Scale Score 2400	32	10	42	17	6
Number of students tested	38	29	26	18	17

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met: Scale Score 2100	96	92	95	91	92
% "Exceeding" State Standards					
Commended: Scale Score 2400	47	25	38	23	15
Number of students tested	73	83	79	75	88
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100		100		80	
% "Exceeding" State Standards					
Commended: Scale Score 2400		0		20	
Number of students tested	2	10		10	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	94	93	96	93	92
% "Exceeding" State Standards					
Commended: Scale Score 2400	48	22	30	17	10
Number of students tested	48	41	46	41	50
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	100	87	96	91	94
% "Exceeding" State Standards					
Commended: Scale Score 2400	47	33	57	36	22
Number of students tested	19	30		22	32
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	94	94	96	96	89
% "Exceeding" State Standards					
Commended: Scale Score 2400	41	29	30	12	0
Number of students tested	32	31	27	25	19

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met: Scale Score 2100	94	91	88	94	95
% "Exceeding" State Standards					
Commended: Scale Score 2400	34	41	39	27	26
Number of students tested	88	76	76	93	84
Percent of total students tested	95	100	99	99	95
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	100				
% "Exceeding" State Standards					
Commended: Scale Score 2400	36				
Number of students tested	11				
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	90	92	89	91	91
% "Exceeding" State Standards					
Commended: Scale Score 2400	28	35	32	25	21
Number of students tested	50	48	44	53	43
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	100	90	85	97	100
% "Exceeding" State Standards					
Commended: Scale Score 2400	46	55	45	34	36
Number of students tested	24	20		35	33
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	92	86	89	89	88
% "Exceeding" State Standards					
Commended: Scale Score 2400	39	38	26	0	12
Number of students tested	38	29	27	19	17

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met: Scale Score 2100	96	87	87	98	100
% "Exceeding" State Standards					
Commended: Scale Score 2400	57	34	42	38	17
Number of students tested	81	68	90	91	77
Percent of total students tested	93	84	97	89	87
Number of students alternatively assessed	5	11	3	0	0
Percent of students alternatively assessed	6	14	3	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100		100	80	100	100
% "Exceeding" State Standards					
Commended: Scale Score 2400		29	20	11	0
Number of students tested	4	7	5	9	7
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	96	86	89	96	100
% "Exceeding" State Standards					
Commended: Scale Score 2400	51	30	40	40	9
Number of students tested	55	43	53	47	33
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	95	79	83	100	100
% "Exceeding" State Standards					
Commended: Scale Score 2400	62	43	47	44	25
Number of students tested	21	14	30	34	32
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met: Scale Score 2100	93	86	82	91	100
% "Exceeding" State Standards					
Commended: Scale Score 2400	53	25	32	22	8
Number of students tested	40	28	22	23	13