

Annie Webb Blanton Elementary School

Where a Knight's Quest for Knowledge Begins

2009-2010 Campus Improvement Plan

Mission

We at Blanton Elementary School, as compassionate professionals, will inspire and empower children to become safe, respectful, and caring learners.

Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals*
- Seek and implement research-based practices for improving student achievement*
- Monitor each student's progress on a continuous basis*
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.*

Commitments

In order to achieve our vision we have made the following Commitments:

- We will develop relationships with students as the foundation for learning*
- We will use data analysis to target specific areas of need*
- We will utilize the Texas Essential Knowledge and Skills (TEKS) along with Denton ISD Scope and sequence to align instruction*
- We will engage in research-based staff development opportunities*
- We will ensure continuous student improvement through the use of a variety of formative assessment tools*
- We will meet individual needs by thinking "out of the box" and doing whatever it takes for every child*
- We will enjoy the journey!*

Blanton Elementary

Where a Knight's Quest for Knowledge Begins

Blanton is one of Denton ISD's newest campuses, opening in the fall of 2008. Our school was named after Annie Webb Blanton, the first woman elected to the office of State Superintendent of Public School Instruction (1918-1922).

Blanton was named an Exemplary Campus by the Texas Education Agency for 2008-2009.

Our campus supports several student groups, including Destination Imagination, Student Council (Knights of the Round Table), Honor Choir, Orchestra and Squire Choir.

A *Noble Knights* program was established to encourage students to strive for positive character building qualities, such as respect, courtesy, honesty, trustworthiness, and accountability.

Blanton established a PTA, which supports the school through a variety of activities, such as Renaissance Festival, Winter Knights (an Evening with the Arts), family movie nights, and Parenting with Love and Logic Classes

Our campus received the *Silver Award* from Texas PTA in celebration of the outstanding programs offered that enrich students' awareness of the Arts.

Blanton PTA hosted a Summer Camps and Activities Expo, which was featured in Purdue University's Alumnae Newsletter, commending Denton ISD and Blanton Elementary for supporting the Hard Hats for Little Heads Program.

Blanton hosted “Hands Across Blanton” during Red Ribbon week, which allowed parents, students and teachers to join hands and surround the school as a symbol of our commitment to ‘keep drugs out of our school’.

Blanton was featured on the Cross Timbers Gazette cover, celebrating our commitment to drug awareness, in a positive and loving environment.

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
BLANTON ELEMENTARY SCHOOL

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|--|--|---|--|---|
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Increase the percentage of students in TAKS accountability groups meeting the passing standard on the reading, math and science TAKS by May, 2010 <i>Reading: 84% (Hispanic) and 82% (EcoDis) to 90%;</i> <i>Math: 76% (Hispanic) and 64% (EcoDis) to 90%;</i> | <ul style="list-style-type: none"> Continue to evolve as a PLC allowing our staff to focus constantly on what and how students are learning, intervening when they are not learning, and moving students forward when they demonstrate mastery of essential learning. Knight Time will provide 30 minutes of daily small group intervention, plus enrichment for the students | <ul style="list-style-type: none"> Restructure budgets (Local, Lantana Foundation, Lantana's Ladies League, etc.) to fund areas identified by teachers as material needs in the classroom Identify students reading levels through ELI/SRI/DRA and teach students on their instructional reading level using guided reading Staff Development money to pay for |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | | <p><i>Science: 88% (Hispanic) and 78% (EcoDis) to 90%</i></p> <ul style="list-style-type: none"> • Increase the percent of students in K-2 reading ‘on level’ on the end of the year DRA from 86% to 95% | <p>who are progressing and proficient.</p> <ul style="list-style-type: none"> • Collaborate as a staff to clarify and focus on essential learning outcomes for each grade level and subject area. • Develop a series of common formative assessments to support essential learning and promote continuous improvement. • Provide on-going staff development opportunities focused on | <p>training in building common assessments and using data to promote continuous improvement</p> <ul style="list-style-type: none"> • Provide training to teachers needing support in reader’s/writer’s workshop • Create ‘goal teams’ to analyze subject specific data and plan for vertical alignment to ensure essential learning at every grade level • Focus on PLC mission, vision and commitments in order to promote learning for ALL |

Summary – Campus Improvement Plans

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | | | building academic vocabulary and the use of research based high yield instructional strategies. <ul style="list-style-type: none"> Utilize the Plan-Do-Check-Act cycle to analyze data, identify and improve areas in need of concern, and support continuous improvement. | |

**Blanton Elementary
PERFORMANCE OBJECTIVES
2009-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 97 | | 100 | 80 | 100 | NA | NA | NA | 80 | 67 |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 91 | | 100 | 60 | 94 | NA | NA | NA | 50 | 50 |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|----------------|-------------|
| | Reading | Math |
| Vision 2009-2010 | 63 | 50 |
| Goal 2007-2008 | | |
| Actual 2007-2008 | | |
| Goal 2008-2009 | | |
| Actual 2008-2009 | 58 | 45 |

**Blanton Elementary
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 97 | | NA | 86 | 98 | NA | NA | NA | NA | NA |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 95 | | NA | 100 | 94 | NA | NA | NA | NA | NA |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 97 | | NA | 86 | 98 | NA | NA | NA | NA | NA |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 39 | 34 | 64 |
| Goal 2007-2008 | | | |
| Actual 2007-2008 | | | |
| Goal 2008-2009 | | | |
| Actual 2008-2009 | 34 | 29 | 59 |

**Blanton Elementary
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 92 | | NA | 88 | 92 | NA | NA | NA | 89 | NA |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 95 | | NA | 88 | 96 | NA | NA | NA | 78 | NA |

Grade 5 TAKS -Percent Passing Science

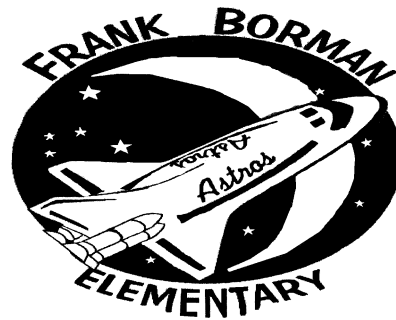
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | | | | | | | | | | |
| Actual 2007-2008 | | | | | | | | | | |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 92 | | NA | 88 | 92 | NA | NA | NA | 78 | NA |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 39 | 66 | 54 |
| Goal 2007-2008 | | | |
| Actual 2007-2008 | | | |
| Goal 2008-2009 | | | |
| Actual 2008-2009 | 34 | 61 | 49 |

Frank Borman Elementary School

CAMPUS IMPROVEMENT PLAN 2009-2010



Mission

At Borman Elementary, we make it evident that learning for ALL is our core purpose to ensure future success.

Vision

At Borman Elementary, we support life-long learning for students, staff, parent and community by providing a safe learning environment that values high expectations for instruction and student achievement.

Frank Borman Elementary Denton Independent School District

Rubén Molinar, Príncipeal

Becky Lloyd, Assistant Príncipeal

ABC's of Borman...



- **A = Astros**

Borman's school mascot is the Astros

- **B=Borman**

Borman is one of Denton I.S.D's oldest campuses and was opened in 1970. The property was donated by the Newton Rayzor family in 1965. In 1977, a portion of the property was donated to the Denton Parks and Recreation Department to be used jointly by the school and the park department as Denia Park Recreation Center. Borman is also a bilingual campus.

- **C=Club Time**

Borman provides club time for our students that include choir, *GALS/GUYS*, Amigos/Amigas, and our instructional programs!

- **D=Dual Language**

Borman is beginning Dual Language this year to produce bilingual and bi-literate students.

- **E=Educational Programs**

Borman provides many instructional programs for students that include: Reading Recovery in English and Spanish, STAR, and Dyslexia support.

- **F=Frank Borman**

The school was named after the famous astronaut, Frank Borman.

- **G=Gold Performance Awards**

Borman has received many gold Acknowledgments in the following areas: Comparable Math Improvements and Commended Performance in Math.

- **H=Helpers**

Robson Ranch and Grandparents in Public Schools volunteer/mentor over 12,000 hours a year for our students and staff!!!

- **I=Inclusion**

Borman is an Inclusion campus

- **J=Jammin'**

Borman hosts the Borman Idol each year that highlights the staff's musical talents.

- **K=Kitchen**

Borman's cafeteria staff has received an "Outstanding Clean Kitchen Award" from the Child Nutrition Departments in 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, and 2009!

- **L=Lookin' Good**

Frank Borman Elementary Denton Independent School District

Rubén Molinar, Principal

Becky Lloyd, Assistant Principal



In 2008-2009, Borman received over 7 million dollars worth of building renovations that included a state of the art Science Laboratory and Prep room, new administrative offices that provides a secure entrance to the school, new gym floors and extra classrooms for our students.

- **M=Money**

Borman has received grants and monetary rewards from the Denton Public Schools Foundation, Keep Denton Beautiful, and the Lantana Family.

- **N=Nights**

Borman offers family fun nights where students, families, and the community get together and engage in educational opportunities such as: Cinco de Mayo, African American Heritage Night, Literacy Nights, Family Book Club, and curriculum theme nights.

- **O=Outstanding**

In 2007, Borman received a \$50,000 stipend to implement SIOP instructional strategies.

- **P=Provides resources**

Communities in Schools North Texas provides valuable services for our students!

- **Q=Quality**

In 2008, The Texas Library Association recognized our principal, Ruben Molinar as the "TASL Distinguished Library Service Award for School Administrators for the State of Texas." In 2009, The ARC of Denton recognized our principal, Ruben Molinar as "Educator/Administrator of the Year."

- **R=RECOGNIZED**

In 2009, Borman Elementary received a Recognized Campus rating from the Texas Education Agency!

- **S=Serving Others**

In 2001, Borman students donated several thousand dollars to the New York City Fire and Police Departments to help victims of the 9/11. The funds were generated to purchase playground equipment. The Amanda Lewis Show and the City of New York City honored our students for their generosity.

- **T=Title 1 Campus**

Borman is proud to be a Title One Campus that receives additional federal funds for academic initiatives!

- **U=Undefeated**

BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS 2009-2010

BORMAN ELEMENTARY SCHOOL

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|--|---|---|---|---|
| <ul style="list-style-type: none"> To increase Hispanic and Economic Disadvantage Science TAKS scores from 46% to 90% (Hispanic) and 51% to 90% (Economic Disadvantage) for our 5th grade students. To increase Hispanic and Economic Disadvantage Math TAKS scores from 76% to 90% (Hispanic) and 74% to 90% | <ul style="list-style-type: none"> No, we did not accomplish all 3 goals from 2008 -2009 as set forth by the CLT, but we improved in all areas! Hispanic Science scores increased from 46% to 70% and Economic Science scores increased from 51% to 63%. Hispanic Math TAKS scores increased from 76% to 85% and Economic Disadvantage Math scores increased from 74% to 81%. | <ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% per campus enrollment. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and PLC's. | <ul style="list-style-type: none"> No, educational leave days were not increased by 5% or 10% by the district. We did increase our educational leave days through Title 1 funds to send teachers to staff development, state and national conferences, and implementation of PLC's, and SPED inclusion programs. | <ul style="list-style-type: none"> To increase Hispanic, Economic Disadvantage, and African American Science scores from 70% to 90% (Hispanic), 63% to 90% (Economic Disadvantage), and 57% to 90% (AA). | <ul style="list-style-type: none"> During our PLC times, the campus will focus on improving all test scores through the use of reading across all content areas with a focus on non-fiction reading. 2nd year implementation of PLC opportunities for staff members in grades Pre K thru 5th to improve in the areas of curriculum, assessment, and interventions for all students. | <p>Provide our current 5th grade sub groups the additional instructional support in the area of Science. For example, we need summer school activities for our 4th grade students moving up to 5th grade, Sat School, transportation, and teacher salaries in the area of Spanish Science to improve campus and district accountability groups.</p> <p>Continue improving attendance rates and decreasing discipline referrals for grades Pre K thru 5th.</p> |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|---|---|---|---|---|
| <p>(Economic Disadvantage) for all students in grades 3rd thru 5th.</p> <ul style="list-style-type: none"> To increase Hispanic and Economic Disadvantage Reading TAKS scores from 79% to 90% (Hispanic) and 81% to 90% (Economic Disadvantage) for all students in grades 3rd thru 5th. | <ul style="list-style-type: none"> Hispanic Reading TAKS scores increased from 79% to 86% and Economic Disadvantage Math TAKS scores increased from 81% to 83%. Borman received a “Recognized” school rating for the 2009-2010 school year! | <p>Provide our current 5th grade sub groups the additional instructional support in the area of Science. For example, we need summer school activities for 4th grade students moving up to 5th grade, Saturday school, transportation, teacher salaries, and vocabulary staff development in the area of Spanish Science to improve campus and district accountability for our sub groups.</p> <ul style="list-style-type: none"> District funds to help support our reading materials in the library. | <ul style="list-style-type: none"> Yes and no. At Borman, we provided our sub groups additional instructional time with GALS/GUYS science clubs by our Title 1 Instructional Specialist, We provided tutoring programs in the area of math, science, and language arts. We provide mentoring programs for all students. We also were able to send our bilingual students to Saturday | <ul style="list-style-type: none"> To increase Hispanic, Economic Disadvantage, and African American Math scores from 85% to 90% (Hispanic), 81% to 90% (Eco Dis), and 79% to 90% (AA) for all students. | <ul style="list-style-type: none"> 2nd year implementation of Inclusion Model for SPED students in grades Pre K thru 5th. 2nd year implementation of Thinking Maps curriculum in grades Pre K thru 5th. Implementation of a comprehensive tutoring and mentoring program plan to improve student achievement in all content areas. Conduct Family Instructional Nights in the area of Language Arts, Math, Science, and Multicultural events. | <p>Funding need to purchase additional literacy materials (non-fiction) for the library and literacy library.</p> |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|---|---|--|---|---|
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | <p>Additional monies would be used to purchase non-fiction and fiction books.</p> <ul style="list-style-type: none"> • Continue improving attendance rates and decreasing discipline referrals for grades Pre K thru 5th | <p>School sponsored by the Bilingual Department. However, we did not send our bilingual students in 4th grade to summer school due to a lack of funds for the program and transportation.</p> <ul style="list-style-type: none"> • Yes, our students attend Saturday School in the area of math and science during the year. It was | <ul style="list-style-type: none"> • To increase Hispanic, Economic Disadvantage, and African American Reading Scores from 86% to 90% (Hispanic), 83% to 90% (Eco Dis), and 63% to 90% (AA) for all students. | <ul style="list-style-type: none"> • Implementation of technology tools in the classroom to support all students. • Continue purchasing the necessary instructional materials for all content areas. • Allow staff members to attend national, state, and local staff developments in the area of Lang. Arts, Math, and Science. | <ul style="list-style-type: none"> • |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | sponsored by the Bilingual Department. <ul style="list-style-type: none"> • Yes, we met the goal of purchasing literacy books in the area of non-fiction reading by providing district and campus funds. | | <ul style="list-style-type: none"> • Implementation of Dual Language program for students in Kinder. | |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|--|---|
| | | | <ul style="list-style-type: none"> • Yes, are we continuing to work on increasing attendance rates at Borman through improving our incentive programs, documentation process, and parent communication • Yes, we are continuing to improve our student discipline programs through the use of mentoring and guidance programs. | | | |

BORMAN ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 91 | * | 100 | 87 | 100 | * | * | * | 88 | 84 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Actual 2008-2009 | 96 | * | 83 | 97 | 100 | * | * | * | 95 | 96 |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 83 | * | 68 | 80 | 100 | * | * | 100 | 79 | 76 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Actual 2008-2009 | 88 | * | 67 | 86 | 100 | * | * | * | 84 | 96 |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 40 | 40 |
| Goal 2007-2008 | 34 | 24 |
| Actual 2007-2008 | 28 | 39 |
| Goal 2008-2009 | 40 | 40 |
| Actual 2008-2009 | 35 | 24 |

BORMAN ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 73 | * | 63 | 73 | 86 | * | * | * | 62 | 66 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Actual 2008-2009 | 82 | * | 67 | 79 | 94 | * | * | * | 75 | 74 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 85 | * | 71 | 87 | 86 | * | * | * | 78 | 81 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Actual 2008-2009 | 96 | * | 100 | 94 | 100 | * | * | * | 95 | 96 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 71 | * | 71 | 73 | 57 | * | * | * | 68 | 65 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Actual 2008-2009 | 89 | * | 83 | 94 | 82 | * | * | * | 88 | 93 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 40 | 40 | 40 |
| Goal 2007-2008 | 29 | 35 | 30 |
| Actual 2007-2008 | 16 | 29 | 21 |
| Goal 2008-2009 | 30 | 30 | 30 |
| Actual 2008-2009 | 23 | 32 | 40 |

BORMAN ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 85 | * | 80 | 83 | 100 | * | * | * | 86 | 90 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Actual 2008-2009 | 79 | * | 43 | 81 | 100 | * | * | * | 78 | 64 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 81 | * | 67 | 83 | 100 | * | * | * | 74 | 79 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Actual 2008-2009 | 75 | * | 86 | 70 | 78 | * | * | * | 68 | 50 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | * | * | 90 | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 75 | * | * | 75 | 75 | 75 |
| Actual 2007-2008 | 57 | * | 67 | 46 | 100 | * | * | * | 52 | 35 |
| Goal 2008-2009 | 80 | * | 80 | 80 | 80 | * | * | 80 | 80 | 80 |
| Actual 2008-2009 | 70 | * | 63 | 70 | 75 | * | * | * | 63 | 50 |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 40 | 40 | 40 |
| Goal 2007-2008 | 18 | 30 | 24 |
| Actual 2007-2008 | 21 | 40 | 30 |
| Goal 2008-2009 | 40 | 40 | 40 |
| Actual 2008-2009 | 21 | 27 | 25 |

DISTRICT NAME: DENTON
 CAMPUS NAME: BORMAN EL
 CAMPUS NUMBER: 061901111
 Campus Rating: Recognized
 Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|-------------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 135 | 156 | 87% | 100% | 136 | 162 | 84% | | 3 | | | 144 | 156 | 92% | | RE | RE | EX | - | EX |
| African Amer | * | * | 63% | 12% | 12 | 16 | 75% | | -12 | | | * | * | 89% | | - | - | - | - | - |
| X Hispanic | 82 | 95 | 86% | 61% | 96 | 117 | 82% | | 4 | | | 86 | 95 | 91% | | RE | RE | EX | - | EX |
| X White | * | * | 98% | * | * | * | 96% | | 2 | | | * | * | 98% | | EX | - | - | - | EX |
| X Econ Disadv | 91 | 109 | 83% | 70% | 96 | 121 | 79% | | 4 | | | 97 | 109 | 89% | | RE | - | - | - | RE |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 96% | * | 44 | 52 | 85% | | 11 | | | * | * | > 99% | | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | 71% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Hispanic | * | * | 94% | * | 32 | 37 | 86% | | 8 | | | * | * | > 99% | | EX | - | - | - | EX |
| White | * | * | > 99% | * | * | * | 86% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Econ Disadv | * | * | 95% | * | 29 | 37 | 78% | | 17 | | | * | * | > 99% | | EX | - | - | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 135 | 158 | 85% | 100% | 126 | 162 | 78% | | 7 | | | 144 | 158 | 91% | | RE | RE | EX | - | EX |
| African Amer | 15 | 19 | 79% | 12% | 11 | 16 | 69% | | 10 | | | 16 | 19 | 84% | | - | - | - | - | - |
| X Hispanic | 82 | 97 | 85% | 61% | 89 | 117 | 76% | | 9 | | | 87 | 97 | 90% | | RE | RE | EX | - | EX |
| X White | * | * | 90% | 26% | 24 | 27 | 89% | | 1 | | | * | * | 98% | | EX | - | - | - | EX |
| X Econ Disadv | 91 | 111 | 82% | 70% | 89 | 121 | 74% | | 8 | | | 97 | 111 | 87% | | RE | - | - | - | RE |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 31 | 44 | 70% | 100% | 31 | 54 | 57% | Yes | 13 | 9 | Yes | 31 | 44 | 70% | | AA | RE | - | - | RE |
| African Amer | 5 | 8 | 63% | 18% | * | * | * | | * | | | 5 | 8 | 63% | | - | - | - | - | - |
| Hispanic | 19 | 27 | 70% | 61% | 19 | 41 | 46% | | 24 | | | 19 | 27 | 70% | | - | - | - | - | - |
| White | * | * | 75% | * | * | * | > 99% | | * | | | * | * | 75% | | - | - | - | - | - |
| Econ Disadv | 17 | 27 | 63% | 61% | 22 | 43 | 51% | | 12 | | | 17 | 27 | 63% | | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 12 | 1 | 3 | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: BORMAN EL
 CAMPUS NUMBER: 061901111
 Campus Rating: Recognized
 Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

E.P. Rayzor Campus Improvement Plan

2009-2010



E.P. RAYZOR

Eugenia Porter Rayzor Elementary School



- Exemplary Campus
- Professional Learning Community School
- Full Inclusion in Special Education and English as a Second Language
- Common Instructional Language School-Wide
- Technology Focused
- Spanish Classes Once a Week
- Continuation of PRIME Time
- Hosted National Speakers for Professional Development
 - Professional Learning Community: Common Assessments – (Cassie Erkens)
 - Front of the Class Hallmark Movie – Brad Cohen
- Destination Imagination Teams – Went to State in the 2008-2009 School-Year.
- 4th and 5th Grade Choir
- High Level of Parent Involvement (7,345 hours of volunteer work)
- Students Take on Responsibilities of “Running the School”
 - Student Council
 - Safety Patrol (4th Grade)
 - W.O.L.F. News Team Show on Every Morning (5th Graders)
 - Raising Money for Spanish (School Store)
- Highly Involved PTA
 - Teacher Appreciation all Year
 - Sock Hop
 - Wolf Fest
 - Boosterthon Fun Run
 - Raises Money for 2 Big Projects a Year
 - Technology Upgrades
 - Establishing Wolf Den
 - Playground Up-Keep and Cover
 - Outdoor Learning Center
- Rayzor the Therapy Dog Visits School on Fridays

Board Summary
Campus Improvement Plans
2009-2010
E.P. Rayzor Elementary School

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|---|--|--|--|--|
| <p>Increase academic achievement of students by moving from recognized to exemplary by August 2009.</p> | <ul style="list-style-type: none"> • Yes | <ul style="list-style-type: none"> • Continue to use budgets (Local, Lantana Foundation, PTA, Lantana's Ladies League, etc) to fund all areas identified by teachers and staffs as material needs at the classroom, campus and professional development levels | <ul style="list-style-type: none"> • Yes, all materials that were requested were purchased. We added 3000 titles to our literacy library. Every team was able to request needed materials. Technology was upgraded. | <ul style="list-style-type: none"> • Increase student achievement by implementing Professional Learning Communities in the area of reading and writing by moving from the developing stage to the sustaining stage using the Solution Tree Continuum by May 2010. | <ul style="list-style-type: none"> • Review mission, vision values and goals; Continue PLC teams; Review essential learnings in all areas for reading and writing; Continue the instructional common language in reading and writing - add Spelling Word Walls and Thinking Maps for 2009-2010; | <ul style="list-style-type: none"> • Full-Time Math Intervention Specialist. • More district SD Days |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|---|---|---|---|---|
| <p>Increase student achievement by implementing Professional Learning Communities in the area of reading and writing by moving from the Initiation Stage to the Sustaining Stage using the Solution Tree Continuum by May 2009. (Board Goal IIc)</p> | <ul style="list-style-type: none"> No We analyzed the Solution Tree Continuum this August and decided that we had moved from the Initiation Stage to the Developing Stage and would continue this work this year to make it to the Sustaining Stage in Language Arts. | <ul style="list-style-type: none"> Implement PRIME time the 3rd week of school Identify students reading levels through ELI or SRI and teach students on their instructional reading level using guided reading Use Keys to Literacy and teach students through a comprehensive reading program | <ul style="list-style-type: none"> Yes Yes Yes, the 5 Keys to Literacy were implemented by teachers. | <ul style="list-style-type: none"> Increase student achievement by continuing Professional Learning Communities in the area of math by moving from the initiation stage to the developing stage using the Solution Tree Continuum by May 2010. | <ul style="list-style-type: none"> Review and Develop common assessments for reading and writing Review mission, vision values and goals; Continue PLC teams; Establish essential learnings math; Build an instructional common language in math; develop common assessments for math | |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|--|---|---|---|---|
| <p>Increase academic achievement of all special education students by increasing the time spent in the classroom from 50% each day to 90% each day.</p> | <ul style="list-style-type: none"> • Yes | <ul style="list-style-type: none"> • Implement Professional Learning Communities in the area of Language Arts • Staff Development money to pay for SD and planning • ½ time math intervention specialist • More district SD days | <ul style="list-style-type: none"> • Yes, more time is still needed for implementation • Yes, local budget, Lantana’s Ladies League and Lantana Foundation were used to send staff members to SD • Yes • No | <ul style="list-style-type: none"> • Increase academic achievement of students by moving from 60% commended in reading and 63% commended in math to 70% commended in reading and math by August 2010 | <p><u>Staff Development needed to raise commended performance</u></p> <ul style="list-style-type: none"> • Love and Logic for discipline using a Train the Trainer model (send 3 staff members who will train our staff; parents given information at PTA meeting) • Assessment Training Institute: Rick Stiggins using a Train the Trainer model (send 3 staff members who | |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | | | will train our staff) <ul style="list-style-type: none"> • Differentiation Staff Development • Professional Learning Communities for New Staff and Next Steps Training for Entire Staff • Campus Based Master Teachers to mentor new or strugglisg teachers • Continue Prime Time for intervention/en richment for all | |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | | | students daily <ul style="list-style-type: none"> • Spanish classes for all students to ensure high quality instruction while teachers are in PLC meetings • Review Just 4 Kids Data in November when it is released (Increase the academic achievement of all students by surpassing the mean or increasing the percentage by 5% in all eight CCR categories | |

Summary – Campus Improvement Plans

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | | | [as measured by Just for the Kids] by August 2010 | |

**EP RAYZOR
PERFORMANCE OBJECTIVES
2009-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual 2007-2008 | 98 | | 92 | 100 | 99 | *** | *** | 67 | *** | *** |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Goal 2007-2008 | 99 | | 100 | 90 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual 2007-2008 | 98 | | 83 | 94 | 99 | *** | *** | *** | *** | *** |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|----------------|-------------|
| | Reading | Math |
| Vision 2009-2010 | 75 | 70 |
| Goal 2007-2008 | 68 | 50 |
| Actual 2007-2008 | 60 | 55 |
| Goal 2008-2009 | 75 | 65 |
| Actual 2008-2009 | 77 | 69 |

**EP RAYZOR
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Goal 2007-2008 | 95 | | 100 | 90 | 98 | 100 | 100 | 90 | 90 | 90 |
| Actual 2007-2008 | 96 | | 100 | 88 | 99 | *** | *** | *** | 67 | *** |
| Goal 2008-2009 | 98 | | 100 | 90 | 100 | 100 | 100 | 100 | 95 | 90 |
| Actual 2008-2009 | 97 | | *** | 89 | 98 | *** | *** | *** | *** | *** |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Goal 2007-2008 | 99 | | 90 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual 2007-2008 | 99 | | 100 | 100 | 100 | *** | *** | *** | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | | | | | | | | | | |
| Goal 2007-2008 | 92 | | 100 | 90 | 95 | 100 | 100 | 75 | 75 | 75 |
| Actual 2007-2008 | 96 | | 100 | 88 | 98 | *** | *** | *** | 83 | *** |
| Goal 2008-2009 | 98 | | 100 | 90 | 100 | *** | *** | *** | 90 | *** |
| Actual 2008-2009 | 99 | | 100 | 89 | 100 | *** | *** | *** | *** | *** |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 70 | 70 | 70 |
| Goal 2007-2008 | 50 | 45 | 50 |
| Actual 2007-2008 | 45 | 56 | 36 |
| Goal 2008-2009 | 50 | 60 | 50 |
| Actual 2008-2009 | 52 | 61 | 63 |

**EP RAYZOR
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | | | | | | | | | | |
| Goal 2007-2008 | 99 | | 100 | 98 | 100 | 100 | 100 | 95 | 95 | 95 |
| Actual 2007-2008 | 97 | | 100 | 75 | 99 | *** | *** | 75 | 67 | *** |
| Goal 2008-2009 | 99 | | *** | 90 | 100 | *** | *** | *** | *** | *** |
| Actual 2008-2009 | 99 | | *** | 93 | 100 | *** | *** | *** | *** | *** |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | | | | | | | | | | |
| Goal 2007-2008 | 99 | | 100 | 100 | 100 | 100 | 100 | 100 | 95 | 95 |
| Actual 2007-2008 | 94 | | 100 | 71 | 99 | *** | *** | 69 | 67 | *** |
| Goal 2008-2009 | 95 | | *** | 90 | 95 | *** | *** | *** | *** | *** |
| Actual 2008-2009 | 98 | | *** | 93 | 99 | *** | *** | *** | *** | *** |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 96 | | 100 | *** | 100 | *** | *** | *** | *** | *** |
| Goal 2007-2008 | 98 | | 100 | *** | 100 | 100 | 100 | 95 | 95 | 95 |
| Actual 2007-2008 | 91 | | *** | *** | 92 | *** | *** | *** | *** | *** |
| Goal 2008-2009 | 95 | | *** | *** | 95 | *** | *** | *** | *** | *** |
| Actual 2008-2009 | 94 | | *** | *** | 96 | *** | *** | *** | *** | *** |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 70 | 70 | 70 |
| Goal 2007-2008 | 50 | 50 | 60 |
| Actual 2007-2008 | 45 | 54 | 55 |
| Goal 2008-2009 | 50 | 60 | 60 |
| Actual 2008-2009 | 50 | 57 | 62 |

DISTRICT NAME: DENTON
CAMPUS NAME: EUGENIA PORTER RAYZOR ELEMENTA Campus Rating: Exemplary
CAMPUS NUMBER: 061901115 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 99% | 100% | 328 | 337 | 97% | | 2 | | | * | * | > 99% | | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Hispanic | * | * | 94% | * | 29 | 33 | 88% | | 6 | | | * | * | > 99% | | EX | - | - | - | EX |
| X White | * | * | > 99% | * | 265 | 269 | 99% | | * | | | * | * | > 99% | | EX | - | - | - | EX |
| Econ Disadv | * | * | 86% | * | 7 | 11 | 64% | | 22 | | | * | * | > 99% | | - | - | - | - | - |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 99% | * | * | * | 99% | | 0 | | | * | * | > 99% | | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | | - | - | - | - | - |
| Hispanic | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X White | * | * | 98% | * | * | * | 99% | | -1 | | | * | * | > 99% | | EX | - | - | - | EX |
| Econ Disadv | * | * | * | * | * | * | > 99% | | * | | | * | * | * | | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 99% | 100% | 320 | 338 | 95% | | 4 | | | * | * | > 99% | | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | 95% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Hispanic | * | * | 94% | * | 28 | 34 | 82% | | 12 | | | * | * | 97% | | EX | - | - | - | EX |
| X White | * | * | > 99% | * | 258 | 269 | 96% | | * | | | * | * | > 99% | | EX | - | - | - | EX |
| Econ Disadv | * | * | 86% | * | 8 | 11 | 73% | | 13 | | | * | * | 93% | | - | - | - | - | - |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 93 | 99 | 94% | 100% | 105 | 116 | 91% | | 3 | | | 96 | 99 | 97% | | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | 67% | | * | | | * | * | > 99% | | - | - | - | - | - |
| Hispanic | * | * | 80% | 15% | * | * | 71% | | 9 | | | * | * | 87% | | - | - | - | - | - |
| X White | * | * | 96% | 77% | 92 | 99 | 93% | | 3 | | | * | * | 99% | | EX | - | - | - | EX |
| Econ Disadv | * | * | 60% | * | * | * | 60% | | 0 | | | * | * | 60% | | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 10 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: EUGENIA PORTER RAYZOR ELEMENTA Campus Rating: Exemplary
 CAMPUS NUMBER: 061901115 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Evers Park Elementary 2009-2010



Campus Improvement Plan

Frank Borman Elementary Denton Independent School District

Rubén Molinar, Príncipeal

Becky Lloyd, Assistant Príncipeal

ABC's of Borman...



- **A = Astros**

Borman's school mascot is the Astros

- **B=Borman**

Borman is one of Denton I.S.D's oldest campuses and was opened in 1970. The property was donated by the Newton Rayzor family in 1965. In 1977, a portion of the property was donated to the Denton Parks and Recreation Department to be used jointly by the school and the park department as Denia Park Recreation Center. Borman is also a bilingual campus.

- **C=Club Time**

Borman provides club time for our students that include choir, *GALS/GUYS*, Amigos/Amigas, and our instructional programs!

- **D=Dual Language**

Borman is beginning Dual Language this year to produce bilingual and bi-literate students.

- **E=Educational Programs**

Borman provides many instructional programs for students that include: Reading Recovery in English and Spanish, STAR, and Dyslexia support.

- **F=Frank Borman**

The school was named after the famous astronaut, Frank Borman.

- **G=Gold Performance Awards**

Borman has received many gold Acknowledgments in the following areas: Comparable Math Improvements and Commended Performance in Math.

- **H=Helpers**

Robson Ranch and Grandparents in Public Schools volunteer/mentor over 12,000 hours a year for our students and staff!!!

- **I=Inclusion**

Borman is an Inclusion campus

- **J=Jammin'**

Borman hosts the Borman Idol each year that highlights the staff's musical talents.

- **K=Kitchen**

Borman's cafeteria staff has received an "Outstanding Clean Kitchen Award" from the Child Nutrition Departments in 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, and 2009!

- **L=Lookin' Good**

Frank Borman Elementary Denton Independent School District

Rubén Molinar, Principal

Becky Lloyd, Assistant Principal



In 2008-2009, Borman received over 7 million dollars worth of building renovations that included a state of the art Science Laboratory and Prep room, new administrative offices that provides a secure entrance to the school, new gym floors and extra classrooms for our students.

- **M=Money**

Borman has received grants and monetary rewards from the Denton Public Schools Foundation, Keep Denton Beautiful, and the Lantana Family.

- **N=Nights**

Borman offers family fun nights where students, families, and the community get together and engage in educational opportunities such as: Cinco de Mayo, African American Heritage Night, Literacy Nights, Family Book Club, and curriculum theme nights.

- **O=Outstanding**

In 2007, Borman received a \$50,000 stipend to implement SIOP instructional strategies.

- **P=Provides resources**

Communities in Schools North Texas provides valuable services for our students!

- **Q=Quality**

In 2008, The Texas Library Association recognized our principal, Ruben Molinar as the "TASL Distinguished Library Service Award for School Administrators for the State of Texas." In 2009, The ARC of Denton recognized our principal, Ruben Molinar as "Educator/Administrator of the Year."

- **R=RECOGNIZED**

In 2009, Borman Elementary received a Recognized Campus rating from the Texas Education Agency!

- **S=Serving Others**

In 2001, Borman students donated several thousand dollars to the New York City Fire and Police Departments to help victims of the 9/11. The funds were generated to purchase playground equipment. The Amanda Lewis Show and the City of New York City honored our students for their generosity.

- **T=Title 1 Campus**

Borman is proud to be a Title One Campus that receives additional federal funds for academic initiatives!

- **U=Undefeated**

Frank Borman Elementary Denton Independent School District

Rubén Molinar, Príncipeal

Becky Lloyd, Assistant Príncipeal



Borman's staff volleyball team has won the district volleyball league for several years running.

- **V=Vertical Alignment**

Borman utilizes vertical alignment and a workshop model of teaching to ensure that All students at ALL grade levels are receiving the best instruction possible.

- **W=Willing to do what it takes**

Borman provides a full-time Math, Science, and Reading specialist to assist teachers in "best practices" and to ensure student success.

- **X=eXtraordinary**

In 2007, Borman was the first elementary campus to receive a \$90,000 grant from the state of Texas called the "Texas Educator Excellence Grant" for high achieving schools with a high percentage of Hispanic and Economically disadvantaged students.

- **Y=Yearly Progress**

Borman Elementary has met Adequate Yearly Progress as set forth by the Federal Government Standards in 2005, 2006, 2007, 2008, 2009!

- **Z=Zero Tolerance**

Borman has a zero tolerance for failure. Our students will achieve.

BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS 2009-2010

BORMAN ELEMENTARY SCHOOL

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|--|---|---|---|---|
| <ul style="list-style-type: none"> To increase Hispanic and Economic Disadvantage Science TAKS scores from 46% to 90% (Hispanic) and 51% to 90% (Economic Disadvantage) for our 5th grade students. To increase Hispanic and Economic Disadvantage Math TAKS scores from 76% to 90% (Hispanic) and 74% to 90% | <ul style="list-style-type: none"> No, we did not accomplish all 3 goals from 2008 -2009 as set forth by the CLT, but we improved in all areas! Hispanic Science scores increased from 46% to 70% and Economic Science scores increased from 51% to 63%. Hispanic Math TAKS scores increased from 76% to 85% and Economic Disadvantage Math scores increased from 74% to 81%. | <ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% per campus enrollment. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and PLC's. | <ul style="list-style-type: none"> No, educational leave days were not increased by 5% or 10% by the district. We did increase our educational leave days through Title 1 funds to send teachers to staff development, state and national conferences, and implementation of PLC's, and SPED inclusion programs. | <ul style="list-style-type: none"> To increase Hispanic, Economic Disadvantage, and African American Science scores from 70% to 90% (Hispanic), 63% to 90% (Economic Disadvantage), and 57% to 90% (AA). | <ul style="list-style-type: none"> During our PLC times, the campus will focus on improving all test scores through the use of reading across all content areas with a focus on non-fiction reading. 2nd year implementation of PLC opportunities for staff members in grades Pre K thru 5th to improve in the areas of curriculum, assessment, and interventions for all students. | <p>Provide our current 5th grade sub groups the additional instructional support in the area of Science. For example, we need summer school activities for our 4th grade students moving up to 5th grade, Sat School, transportation, and teacher salaries in the area of Spanish Science to improve campus and district accountability groups.</p> <p>Continue improving attendance rates and decreasing discipline referrals for grades Pre K thru 5th.</p> |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|---|---|---|---|---|
| <p>(Economic Disadvantage) for all students in grades 3rd thru 5th.</p> <ul style="list-style-type: none"> To increase Hispanic and Economic Disadvantage Reading TAKS scores from 79% to 90% (Hispanic) and 81% to 90% (Economic Disadvantage) for all students in grades 3rd thru 5th. | <ul style="list-style-type: none"> Hispanic Reading TAKS scores increased from 79% to 86% and Economic Disadvantage Math TAKS scores increased from 81% to 83%. Borman received a “Recognized” school rating for the 2009-2010 school year! | <p>Provide our current 5th grade sub groups the additional instructional support in the area of Science. For example, we need summer school activities for 4th grade students moving up to 5th grade, Saturday school, transportation, teacher salaries, and vocabulary staff development in the area of Spanish Science to improve campus and district accountability for our sub groups.</p> <ul style="list-style-type: none"> District funds to help support our reading materials in the library. | <ul style="list-style-type: none"> Yes and no. At Borman, we provided our sub groups additional instructional time with GALS/GUYS science clubs by our Title 1 Instructional Specialist, We provided tutoring programs in the area of math, science, and language arts. We provide mentoring programs for all students. We also were able to send our bilingual students to Saturday | <ul style="list-style-type: none"> To increase Hispanic, Economic Disadvantage, and African American Math scores from 85% to 90% (Hispanic), 81% to 90% (Eco Dis), and 79% to 90% (AA) for all students. | <ul style="list-style-type: none"> 2nd year implementation of Inclusion Model for SPED students in grades Pre K thru 5th. 2nd year implementation of Thinking Maps curriculum in grades Pre K thru 5th. Implementation of a comprehensive tutoring and mentoring program plan to improve student achievement in all content areas. Conduct Family Instructional Nights in the area of Language Arts, Math, Science, and Multicultural events. | <p>Funding need to purchase additional literacy materials (non-fiction) for the library and literacy library.</p> |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|--|---|--|---|---|
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | Additional monies would be used to purchase non-fiction and fiction books. <ul style="list-style-type: none"> • Continue improving attendance rates and decreasing discipline referrals for grades Pre K thru 5th | School sponsored by the Bilingual Department. However, we did not send our bilingual students in 4 th grade to summer school due to a lack of funds for the program and transportation. <ul style="list-style-type: none"> • Yes, our students attend Saturday School in the area of math and science during the year. It was | <ul style="list-style-type: none"> • To increase Hispanic, Economic Disadvantage, and African American Reading Scores from 86% to 90% (Hispanic), 83% to 90% (Eco Dis), and 63% to 90% (AA) for all students. | <ul style="list-style-type: none"> • Implementation of technology tools in the classroom to support all students. • Continue purchasing the necessary instructional materials for all content areas. • Allow staff members to attend national, state, and local staff developments in the area of Lang. Arts, Math, and Science. | <ul style="list-style-type: none"> • |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | sponsored by the Bilingual Department. <ul style="list-style-type: none"> • Yes, we met the goal of purchasing literacy books in the area of non-fiction reading by providing district and campus funds. | | <ul style="list-style-type: none"> • Implementation of Dual Language program for students in Kinder. | |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|--|---|
| | | | <ul style="list-style-type: none"> • Yes, are we continuing to work on increasing attendance rates at Borman through improving our incentive programs, documentation process, and parent communication • Yes, we are continuing to improve our student discipline programs through the use of mentoring and guidance programs. | | | |

DISTRICT NAME: DENTON
 CAMPUS NAME: BORMAN EL
 CAMPUS NUMBER: 061901111
 Campus Rating: Recognized
 Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|-------------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 135 | 156 | 87% | 100% | 136 | 162 | 84% | | 3 | | | 144 | 156 | 92% | | RE | RE | EX | - | EX |
| African Amer | * | * | 63% | 12% | 12 | 16 | 75% | | -12 | | | * | * | 89% | | - | - | - | - | - |
| X Hispanic | 82 | 95 | 86% | 61% | 96 | 117 | 82% | | 4 | | | 86 | 95 | 91% | | RE | RE | EX | - | EX |
| X White | * | * | 98% | * | * | * | 96% | | 2 | | | * | * | 98% | | EX | - | - | - | EX |
| X Econ Disadv | 91 | 109 | 83% | 70% | 96 | 121 | 79% | | 4 | | | 97 | 109 | 89% | | RE | - | - | - | RE |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 96% | * | 44 | 52 | 85% | | 11 | | | * | * | > 99% | | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | 71% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Hispanic | * | * | 94% | * | 32 | 37 | 86% | | 8 | | | * | * | > 99% | | EX | - | - | - | EX |
| White | * | * | > 99% | * | * | * | 86% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Econ Disadv | * | * | 95% | * | 29 | 37 | 78% | | 17 | | | * | * | > 99% | | EX | - | - | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 135 | 158 | 85% | 100% | 126 | 162 | 78% | | 7 | | | 144 | 158 | 91% | | RE | RE | EX | - | EX |
| African Amer | 15 | 19 | 79% | 12% | 11 | 16 | 69% | | 10 | | | 16 | 19 | 84% | | - | - | - | - | - |
| X Hispanic | 82 | 97 | 85% | 61% | 89 | 117 | 76% | | 9 | | | 87 | 97 | 90% | | RE | RE | EX | - | EX |
| X White | * | * | 90% | 26% | 24 | 27 | 89% | | 1 | | | * | * | 98% | | EX | - | - | - | EX |
| X Econ Disadv | 91 | 111 | 82% | 70% | 89 | 121 | 74% | | 8 | | | 97 | 111 | 87% | | RE | - | - | - | RE |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 31 | 44 | 70% | 100% | 31 | 54 | 57% | Yes | 13 | 9 | Yes | 31 | 44 | 70% | | AA | RE | - | - | RE |
| African Amer | 5 | 8 | 63% | 18% | * | * | * | | * | | | 5 | 8 | 63% | | - | - | - | - | - |
| Hispanic | 19 | 27 | 70% | 61% | 19 | 41 | 46% | | 24 | | | 19 | 27 | 70% | | - | - | - | - | - |
| White | * | * | 75% | * | * | * | > 99% | | * | | | * | * | 75% | | - | - | - | - | - |
| Econ Disadv | 17 | 27 | 63% | 61% | 22 | 43 | 51% | | 12 | | | 17 | 27 | 63% | | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 12 | 1 | 3 | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: BORMAN EL
 CAMPUS NUMBER: 061901111
 Campus Rating: Recognized
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Analysis groups used to determine ratings are marked with an 'X'.
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COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |


Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.



Ginnings Elementary School 2009-2010 Campus Improvement Plan

The mission of Ginnings Elementary School is to empower children to be academically and socially successful.

GINNINGS BRAG POINTS
CIP Presentations to the School Board
September 22, 2009



- *Thinking Maps* use increased, which will continue this year with the addition of Thinking Maps-Writing also.
- *Science TAKS* results-*PLC* and *JAG* time communication was successful (team pulls from each other's teaching strengths)
- *SELI scores* improved (Kinder bilingual especially). The communication from the team and content area specialists led to this improvement.
- *3rd grade bilingual commended percentage* was excellent (reading=7 students, math=4 students). The high expectations and positive attitude of the classroom teacher, and 3rd grade team as a whole led to this improvement. One of the 3rd bilingual students was also awarded 2nd place in the district for most Reading Counts points. This added to the classroom attitude of excellence.
- *Art awards* for Ginnings students happened frequently. Excellence in teaching and art club led to this recognition.
- *Special Education TAKS results* were very improved. Inclusion teachers' inclusion in PLC and team planning meetings aided in these results. We are moving to co-teaching that will continue to facilitate improvements

for all students. Special attention to scheduling of students with the appropriate teacher personality also facilitated this improvement.

- *JAG time* during the school day coupled with *PLC data analysis* and *push-in instruction* facilitated improvement for overall campus results based on teacher evaluation of data and individualized instruction for student needs.
- Increased use of *technology* such as projectors, UnitedStreaming, Brain Pop, Spelling City, etc. was useful across the campus.
- *AveryVision systems* in the classroom were very helpful in decreasing copy counts and improving student engagement with instruction.
- *Differentiated instruction* and learning across the campus including inclusion of Special Education teachers, ESL support, and Occupational and Physical Therapy related to Brain Gym.
- $\frac{1}{2}$ *time Math Interventionist* push-in instructional support along with data analysis facilitated overall improvement on TAKS results.
- Early *counseling intervention* was provided to 4th grade students who were at risk for failing the TAKS test. (11 students were targeted; 5 failed the TAKS; however, 4 of the 5 who failed weren't referred to counseling until the spring semester).
- *Guidance lessons* connecting the relevance of school work to career goals, and personal character to success in life.

- *Relaxation exercises* for 3rd through 5th grade students before the TAKS test.
- We increased our ability to provide for students' needs through the *Food Drive, Angel Tree, and Clothes Closet*. (Students have a hard time focusing on school work when they are hungry, without material needs, and clothing needs).
- *Cultural awareness activities* were used to help students feel connected to the school (recognition of Hispanic Heritage Month and Black History Celebration).
- Our *PLCs* are unique because student learning is enhanced through: Higher Order Thinking with Mrs. Whisenhunt, Study Island with Mrs. Vallelian, "Word Wise" with Mrs. Herrera, guidance with counselor Ms. Anderson and an overall teaming approach to data analysis that is applied to individual student learning and intervention needs.
- Our *choir* has helped students feel a sense of accomplishment. They competed in a competition and won 2nd place.
- *Jag Pride* (students have a complementary photograph taken by Eagelton Photography and lunch from Chili's) and *Success Celebrations* (positive recognition of students by grade level and Special Area teachers each six weeks) encourage our students to set high goals for academics and behavior.
- We held *annual 504 meetings* to address our students' current needs.
- We met our *80% WIG in reading*.

- We (2nd grade) have received compliments from 3rd grade about our students' high ability in *sustained reading*.
- We have had great success with our *5 Ws and an E (increased comprehension)*.
- The opportunities for students in *after school art and music* programs were very helpful last year.
- *Saturday school support* for our second language learners was very helpful.
- *Benchmarks* from the district were helpful within our PLCs as we were able to look at the data and make appropriate instructional decisions for intervention time.
- The initial research on *Dual Language* was positive, and we are continuing that research this year in hopes to begin a dual language program in the 2010-2011 school year.
- We initiated a *science camp* at Ginnings that was a great connection of real life science application related to the TEKS. (Camp JOLT)
- We had the highest *earth science scores* on our 5th grade TAKS results from the district, per Sharon Betty.
- *Great collaboration with community* members such as TWU (Mobile Dentist program), Wal-Mart (adopter for diversity events), and UNT (character traits lessons and Black History Month events).
- We have had great success with our campus-wide behavior plan including *The Ginnings Way, The Ladder of Success*, and consistent language related to *voice level expectations*.
- Last year we took *library* out of the Special Area rotation. Teachers appreciated the increased incorporation of content literacy needs across the campus due to this change.

- We held consistent *Student Success Team* meetings that focused on the *Response to Intervention* model of documentation to ensure that at-risk students were receiving all needed services.

BOARD SUMMARY CAMPUS IMPROVEMENT PLANS 2009-2010

Ginnings Elementary School

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|---|--|--|--|--|
| <ul style="list-style-type: none"> To increase the percentage of economically disadvantaged 5th grade students who meet the passing standard on the <i>Science</i> TAKS from 78% to 85% by May of 2009. | <ul style="list-style-type: none"> Improvement was made in all subpopulations for science in 08-09. Based on our CIP goal, the 5th grade economically disadvantaged students improved from 78% in 07-08 to 91% passing in 08-09. | <ul style="list-style-type: none"> Our 5th grade bilingual students, taking the Science test in Spanish need extra support (i.e. summer school, Saturday school, and transportation). A training in Spanish Science vocabulary is needed for teachers to develop fluency. | <ul style="list-style-type: none"> These were district elementary goals established by all of the elementary principals. YES, we had great Saturday School support, and there is a special vocabulary training that is being implemented this year to benefit all students related to academic learning and TAKS. | <ul style="list-style-type: none"> To increase the percentage of all students passing the 5th grade <i>Science</i> TAKS to 86%, based on our projections of averaging all overall test results of our 4th grade group of students moving to 5th grade; African American students passing from 86% to 91%; minimum commended scores of 38% average in all subpopulations. | <ul style="list-style-type: none"> We plan to meet the science goals by; tutorial assistance, TAKS preparation materials, ½ time Science Interventionist, Professional Learning Communities K-5, benchmark/comm on/formative assessments, data analysis, collaboration with Central administration science specialists, science lab usage, professional development opportunities, science camp for 5th grade. | <ul style="list-style-type: none"> We would like to focus on improvements for our students related to the Fitness Gram. We want our students to meet their maximum health potential that will facilitate improved academic success. We would like an after-school exercise session for our students along with healthful snacks and transportation home. We would need funding for materials, supplies and instructor salaries. |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|---|---|--|--|--|
| <ul style="list-style-type: none"> To increase the percentage of students in subpopulations in 3rd-5th grades meeting the passing standard on the Math TAKS. 3rd grade African American students from 83% to 88%, economically disadvantaged from 86% to 91%, 5th grade African American students from 88% to 93% by May of 2009. | <ul style="list-style-type: none"> Improvement was made for our 3rd Hispanic students, from 81% passing in 07-08 to 90% passing in 08-09. Improvement was made for our 5th grade African American students, from 88% passing in 07-08 to 100% passing in 08-09. We still need to focus on continued improvement for our 3rd grade African American students (went from 83% passing in 07-08 to 70% passing in 08-09) and our 3rd-5th economically disadvantaged students (went from 86% passing in 07-08 to 85% passing in 08-09). | <ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students. | <ul style="list-style-type: none"> For the 09-10 school year, we have one additional educational leave day in comparison to the last school year. This number is based on our projected enrollment count. Central has assured the principals that they will do their best to cover the cost of educational leave days if they are providing the training/needed leave. | <ul style="list-style-type: none"> To increase the percentage of 3rd-5th grade African American students passing Math TAKS from 88% to 93%; low socio-economic students from 87% to 91%; Hispanic students from 89% to 92% passing; minimum commended scores of 40% average in all subpopulations. | <ul style="list-style-type: none"> We plan to meet the math goals by; continuing Professional Learning Communities, benchmark/common /formative assessments, data analysis, tutorial assistance, materials such as Motivation Math, ½ time Math Interventionist, continued training on and implementation of the EnVision math adoption, professional development opportunities, continued acquisition and implementation of technology such as AveryVision and Interwrite Pads. | <ul style="list-style-type: none"> We would like to have an inter-campus PLC training in which Ginnings teachers would visit other Denton campuses with strong achievement in our weaker areas so that we would collaborate with our district peers. We would like to focus on co-teaching, professional development regarding vertical alignment in program implementation. We would need substitute days covered from the district. |

| <p><u>Important Goals From 2008-2009</u></p> | <p><u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u></p> | <p><u>Needs Identified For 2008-2009</u></p> | <p><u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u></p> | <p><u>Wildly Important Goals for 2009-10</u></p> | <p><u>Plans to Meet Goals for 2009-2010</u></p> | <p><u>Needs Identified For 2009-2010 (be specific)</u></p> |
|---|---|--|---|---|---|---|
| <ul style="list-style-type: none"> To increase the percentage of Kindergarten students scoring “on level” on the end of the year SELI reading assessment from 87% to 92% and ELI reading assessment results from 82% to 87% by May of 2009 -1st grade scoring “on level” on the end of the year SELI reading assessment from 87% to 92% and ELI reading assessment from 82% to 87% by May of 2009 K-2nd grade scoring “on level” on the end of the year SELI reading assessment from 89% to 94% and ELI reading assessment from 74% to 80% by May of 2009. | <ul style="list-style-type: none"> Improvement was made in all grades (K-2) for ELI results in 08-09. Kinder improved from 82% in 07-08 to 94.5% on level or progressing in 08-09. 1st grade improved from 82% in 07-08 to 91.5% on level or progressing in 08-09. 2nd grade improved from 74% in 07-08 to 91% on level or progressing in 08-09. Improvement was made in all grades (K-2) for SELI results in 08-09. Kinder improved from 87% in 07-08 to 90% on level or progressing in 08-09. 1st grade improved from 87% in 07-08 to 95% on level or progressing in 08-09. 2nd grade improved from 89% in 07-08 to 91% on level or progressing in 08-09. | <ul style="list-style-type: none"> Expand Saturday school to include instruction for sub groups in the area of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and we would like for the district to provide transportation. | <ul style="list-style-type: none"> The plan for this year’s Saturday School has not been communicated to the principals at this time, but the need still exists. | <ul style="list-style-type: none"> To have at minimum 95% of Kindergarten-2nd grade students on-level reading based on ELI and SELI reading assessment results; to have all subpopulations of 3rd-5th graders moving from 92% passing to 95% passing the Reading TAKS; to have 90% of all subpopulations passing the 4th grade Writing TAKS test. | <ul style="list-style-type: none"> We plan to meet the reading goals by; utilizing data from ELI/SELI information within a Professional Learning Community format, professional development opportunities (such as Shelly Panter Readers’/Writers’ Workshop assistance), literacy library acquisition and continued implementation, benchmark/common /formative assessment information, Reading Interventionist assistance such as our SOAR teacher and Reading Recovery, Thinking Maps-Writing training and classroom materials. | <ul style="list-style-type: none"> We would like to have academic enrichment activities such as Girl Scouts of America, Communities In Schools, a mentoring program with SMS students/teachers for our low-socioeconomic students after school along with healthful snacks and transportation home afterwards. |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 85 | 98 | 100 | | | 85 | 94 | 95 |
| Goal 2007-2008 | 95 | | 94 | 95 | 100 | | | 100 | 95 | 89 |
| Actual 2007-2008 | 99 | | 100 | 95 | 100 | | | * | 97 | 92 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | * | 100 | 97 |
| Actual 2008-2009 | 95 | | 80 | 93 | 100 | | | 80 | 89 | 90 |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 96 | | 75 | 95 | 100 | | | 89 | 89 | 89 |
| Goal 2007-2008 | 89 | | 80 | 80 | 98 | | | 90 | 83 | 80 |
| Actual 2007-2008 | 91 | | 83 | 81 | 97 | | | * | 86 | 77 |
| Goal 2008-2009 | 96 | | 88 | 86 | 100 | | | * | 91 | 82 |
| Actual 2008-2009 | 91 | | 70 | 90 | 97 | | | 84 | 84 | 84 |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 57 | 58 |
| Goal 2007-2008 | 40 | 35 |
| Actual 2007-2008 | 35 | 39 |
| Goal 2008-2009 | 40 | 44 |
| Actual 2008-2009 | 52 | 53 |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 89 | | 87 | 83 | 92 | | | 91 | 81 | 100 |
| Goal 2007-2008 | 90 | | 80 | 94 | 97 | | | 90 | 87 | 96 |
| Actual 2007-2008 | 92 | | 100 | 84 | 95 | | | 86 | 81 | 71 |
| Goal 2008-2009 | 97 | | 100 | 89 | 100 | | | 91 | 86 | 76 |
| Actual 2008-2009 | 84 | | 82 | 78 | 87 | | | * | 76 | 100 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 89 | | 87 | 88 | 90 | | | 100 | 89 | 75 |
| Goal 2007-2008 | 91 | | 80 | 97 | 93 | | | 80 | 91 | 95 |
| Actual 2007-2008 | 90 | | 100 | 87 | 90 | | | 100 | 88 | 82 |
| Goal 2008-2009 | 95 | | 100 | 92 | 95 | | | 100 | 93 | 87 |
| Actual 2008-2009 | 84 | | 82 | 83 | 85 | | | * | 84 | 70 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 85 | | 78 | 79 | 90 | | | 100 | 81 | 95 |
| Goal 2007-2008 | 92 | | 80 | 91 | 96 | | | 83 | 93 | 96 |
| Actual 2007-2008 | 94 | | 100 | 94 | 93 | | | 100 | 93 | 88 |
| Goal 2008-2009 | 99 | | 100 | 99 | 98 | | | 100 | 98 | 93 |
| Actual 2008-2009 | 80 | | 73 | 74 | 85 | | | * | 76 | 90 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 27 | 43 | 34 |
| Goal 2007-2008 | 35 | 35 | 35 |
| Actual 2007-2008 | 21 | 38 | 45 |
| Goal 2008-2009 | 33 | 43 | 50 |
| Actual 2008-2009 | 22 | 38 | 29 |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 97 | 100 | | | 100 | 98 | 86 |
| Goal 2007-2008 | 98 | | 86 | 96 | 98 | | | 90 | 93 | 80 |
| Actual 2007-2008 | 100 | | 100 | 100 | 100 | | | * | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | * | 100 | 100 |
| Actual 2008-2009 | 95 | | 100 | 92 | 97 | | | 100 | 93 | 81 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 93 |
| Goal 2007-2008 | 96 | | 91 | 90 | 98 | | | 90 | 91 | 90 |
| Actual 2007-2008 | 98 | | 88 | 96 | 100 | | | * | 96 | 100 |
| Goal 2008-2009 | 100 | | 93 | 100 | 100 | | | * | 100 | 100 |
| Actual 2008-2009 | 96 | | 100 | 95 | 97 | | | 100 | 95 | 88 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 99 | | 93 | 100 | 100 | | | 93 | 95 | 98 |
| Goal 2007-2008 | 90 | | 80 | 80 | 98 | | | 90 | 85 | 87 |
| Actual 2007-2008 | 83 | | 50 | 82 | 90 | | | * | 78 | 82 |
| Goal 2008-2009 | 88 | | 55 | 87 | 95 | | | * | 83 | 87 |
| Actual 2008-2009 | 94 | | 88 | 95 | 95 | | | 88 | 90 | 93 |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 41 | 55 | 58 |
| Goal 2007-2008 | 35 | 35 | 35 |
| Actual 2007-2008 | 32 | 44 | 39 |
| Goal 2008-2009 | 37 | 49 | 44 |
| Actual 2008-2009 | 36 | 50 | 53 |

DISTRICT NAME: DENTON
 CAMPUS NAME: GINNINGS EL
 CAMPUS NUMBER: 061901110
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | Status by Measure | | | | | | |
|-------------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|-------------------|---------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 243 | 263 | 92% | 100% | 229 | 238 | 96% | | -4 | | | 251 | 263 | 95% | EX | - | - | - | - | EX |
| African Amer | * | * | 92% | * | * | * | > 99% | | * | | | * | * | 92% | - | - | - | - | - | - |
| X Hispanic | 87 | 97 | 90% | 37% | 74 | 80 | 93% | | -3 | | | 91 | 97 | 94% | EX | - | - | - | - | EX |
| X White | 130 | 138 | 94% | 52% | 131 | 134 | 98% | | -4 | | | 134 | 138 | 97% | EX | - | - | - | - | EX |
| X Econ Disadv | 124 | 142 | 87% | 54% | 111 | 120 | 93% | | -6 | | | 130 | 142 | 92% | RE | RE | EX | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 86% | 100% | 81 | 90 | 90% | | -4 | | | * | * | > 99% | RE | RE | EX | - | - | EX |
| African Amer | * | * | 89% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - | - |
| Hispanic | * | * | 86% | 28% | 27 | 31 | 87% | | -1 | | | * | * | > 99% | - | - | - | - | - | - |
| X White | * | * | 84% | 59% | 47 | 52 | 90% | | -6 | | | * | * | > 99% | RE | RE | EX | - | - | EX |
| X Econ Disadv | * | * | 87% | 59% | 35 | 40 | 88% | | -1 | | | * | * | > 99% | RE | RE | EX | - | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 238 | 262 | 91% | 100% | 226 | 240 | 94% | | -3 | | | 251 | 262 | 96% | EX | - | - | - | - | EX |
| African Amer | * | * | 88% | 10% | * | * | 90% | | -2 | | | * | * | 96% | - | - | - | - | - | - |
| X Hispanic | 85 | 96 | 89% | 37% | 74 | 81 | 91% | | -2 | | | 91 | 96 | 95% | RE | RE | EX | - | - | EX |
| X White | 128 | 138 | 93% | 53% | 130 | 135 | 96% | | -3 | | | 133 | 138 | 96% | EX | - | - | - | - | EX |
| X Econ Disadv | 123 | 141 | 87% | 54% | 112 | 122 | 92% | | -5 | | | 130 | 141 | 92% | RE | RE | EX | - | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 95 | 100 | 95% | 100% | 64 | 77 | 83% | | 12 | | | 97 | 100 | 97% | EX | - | - | - | - | EX |
| African Amer | * | * | 86% | * | 4 | 8 | 50% | | 36 | | | * | * | 86% | - | - | - | - | - | - |
| X Hispanic | * | * | 94% | * | 22 | 27 | 81% | | 13 | | | * | * | 97% | EX | - | - | - | - | EX |
| X White | * | * | 96% | * | 36 | 40 | 90% | | 6 | | | * | * | 98% | EX | - | - | - | - | EX |
| X Econ Disadv | 49 | 54 | 91% | 54% | 32 | 41 | 78% | | 13 | | | 51 | 54 | 94% | EX | - | - | - | - | EX |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 15 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: GINNINGS EL
 CAMPUS NUMBER: 061901110
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Mildred M. Hawk Elementary School

Learners Today...Leaders Tomorrow

2009 - 2010 Campus Improvement Plan

Mission

It is our mission to work collaboratively to develop the “whole child” who will go beyond the walls of this school building with a strong character, firm academic foundation, and understanding of success. All members of our school community will provide a positive environment where children will know they are free to take risks in their journey to becoming life-long learners.

Vision

We believe to accomplish our mission as a staff we will become a school that:

- ✦ Celebrates the successes of our students and teachers*
- ✦ Works collaboratively as teams to ensure student success*
- ✦ Is willing to constantly engage in professional conversations*
- ✦ Discusses our curriculum in vertical teams*
- ✦ Demonstrates a personal commitment to the success of our children*
- ✦ Has fun!*

Commitments

In order to achieve our vision we have made the following commitments:

- ✦ We will publicly support our children, staff, and school.*
- ✦ We will provide a school environment that promotes learning (orderly hallways and cafeteria).*
- ✦ We will model, mentor, teach, and support one another in our professional development.*
- ✦ We will maintain a positive attitude.*
- ✦ We will engage in professional, open, and honest communication that is built on a foundation of trust.*
- ✦ We will design and implement a pyramid of intervention that will prevent students from failing .*
- ✦ We will constantly seek to grow and develop as professionals.*
- ✦ We will design on-going assessments to assess the TEKS we determine to be essential in an effort to ensure readiness for state assessments.*

Mildred M. Hawk Elementary School
2300 Oakmont Drive
Corinth, Texas 76210
(940) 369-1800
Fax (940) 369-4911

Principal, Mrs. Susannah O'Bara

Assistant Principal, Mrs. Monica Graves

Why choose Hawk Elementary School?

- Hawk has been rated by Texas Education Agency as a Recognized school in 2006 and 2007 and an Exemplary School in 2008 and 2009.
- Hawk was recognized as a 2008 Higher Performing School by Just for the Kids.
- In 2008 Hawk was awarded 5 Gold Performance Acknowledgements.
- In 2009 Hawk 3rd, 4th, and 5th graders had a 100% passing rate on Reading TAKS; a 98% passing rate on Math TAKS; a 99% passing rate on Writing TAKS; and a 97% passing rate on Science TAKS.
- During the 2009 testing season, Hawk 3rd, 4th, and 5th graders had a 57% commended rate on Reading TAKS; a 69% commended rate on Math TAKS; an 80% commended rate on Writing TAKS, and a 70% commended rate on Science TAKS.
- Hawk was the first Denton ISD elementary school to transition to a full inclusion program, we offer a full time inclusion specialist for each grade 1st through 5th.
- At Hawk Elementary every student is recognized individually for their unique contribution to the classroom and school environment.
- We recently completed a beautiful Outdoor Learning Center where all students will experience science first hand!
- Our teachers work diligently as a team through our Professional Learning Communities to see that all children are successful socially, emotionally and academically!
- We provide mentors to students in need of additional support.
- Spanish lessons are presented to all students one day a week for all grades.
- At Hawk, 4th and 5th grade students can participate in our Student Council program.
- We provide a Maverick Morning News show weekly!
- Student Ambassadors serve our community by assisting as students arrive at school each morning in our parent drop-off loop.
- We value the individual differences that each child brings to school.
- The Hawk CLT guides campus administration in making decisions about the campus budget, staff development, and the campus improvement plan.
- Hawk benefits from a very active and supportive Parent Teacher Association.
- Our special program department offers art club, choir, and the Maverick Ringers!
- We have participated in the Denton ISD Honor Choir for the past three years.
- All 5th graders at Hawk Elementary spend 3 days and 2 nights at Sky Ranch Outdoor Learning Center.
- Students, staff members, and our community have become actively involved in our recycling program.
- We celebrate students as Marvelous Mavs every week.
- We have "Mav Assemblies" each six weeks to celebrate the academic, behavioral, and social achievements of all of our students.
- We offer Young Rembrandts as an after school program for students.
- Our counselor provides guidance lessons each six weeks for all students, and parents are always invited to participate.

Learners today...Leaders tomorrow.

HAWK BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS 2009-2010

| <u>Important Goals</u> <u>From 2008-2009</u> | <u>Did you reach the goals</u> <u>listed in 2008-2009?</u> <u>If not, explain what</u> <u>prevented your success and</u> <u>how you will continue to try</u> <u>to meet the goals.</u> | <u>Needs Identified</u> <u>For 2008-2009</u> | <u>Were the Needs</u> <u>Met for</u> <u>2008-2009?</u> <u>If not, please</u> <u>explain.</u> | <u>Wildly Important</u> <u>Goals for 2009-10</u> | <u>Plans to Meet</u> <u>Goals for</u> <u>2009-2010</u> | <u>Needs Identified</u> <u>For 2009-2010</u> <u>(be specific)</u> |
|---|--|--|---|---|---|---|
| <ul style="list-style-type: none"> 100% of all students pass all TAKS administered by May, 2009. To recognize 100% of our student and staff population for their efforts and accomplishments. | <ul style="list-style-type: none"> At Hawk we were successful in seeing that 100% of our students passed TAKS in all grade and content areas that were required for promotion. In non-SSI grades we had between 1 and 4 students not pass TAKS and were therefore not successful with our first goal. We will continue to address goal one through improving our PLC process and becoming even more targeted in our interventions for struggling students. We successfully recognized and celebrated 100% of our student and staff population. | <ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students. We need to focus on the 5th grade bilingual students that are testing in both English and in Spanish on the 5th grade Science test. This impacts our district directly. Last year, we had a total of 33 bilingual students taking the 5th grade Science test. 13 took it in Spanish and only 3 passed. 20 took it in English and only 6 passed. Our 5th grade bilingual test-takers do not have enough prior knowledge in Science and must have some "extra" support in the summer or on Saturdays. We also need some Spanish Science vocabulary review for our 5th grade bilingual teachers to better serve our students. | <ul style="list-style-type: none"> Although need number one was not met as stated, it does seem that the departments that are requiring training for teachers are more commonly providing the educational leave day necessary. This is allowing me to use educational leave days to address campus specific needs. Needs number two and three were not specific to Hawk since we do not have bilingual students or Saturday school. | <ul style="list-style-type: none"> 100% of all students in grade 3, 4, and 5 will pass all sections of TAKS administered in their grade level, while increasing the commended rates from 57% to 65% in Reading, 69% to 75% in Math, 80% to 85% in Writing, and 70% to 75% in Science by May, 2010. By May 2010, 90% of Hawk kindergarten students, and 95% of Hawk 1st and 2nd grade students will be on Stage 3 as indicated by ELI. | <ul style="list-style-type: none"> Training received by campus administration will enhance our ability to focus on student learning as we implement walk-through in the "Look to the Learner" model. We will provide on-going training to ensure that students understand what they are expected to learn (objective) and how to maintain student engagement. | <ul style="list-style-type: none"> With the implementation of the ½ time math specialist, Hawk improved its Math TAKS passing rate from 98% to 99%, while raising commended performance from 54% to 69%. With a full time math specialist we could serve the needs of the primary grade students in an effort to increase their math fluency in the primary years. Currently Hawk Elementary has 5 classroom projection units available for checkout; however we have 10 CPS units. The CPS units must be connected to a projector for use. We are in need of classroom projection units. |

HAWK ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 100 | 95 | 100 | 100 | 100 | | | * | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | 93 | 100 | 100 | 100 | | | * | 100 | 100 |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 97 | 83 | 100 | 91 | 98 | | | 60 | 88 | 98 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 97 | 84 | 100 | 92 | 98 | | | * | 100 | 80 |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 80 | 60 |
| Goal 2007-2008 | 65 | 55 |
| Actual 2007-2008 | 75 | 46 |
| Goal 2008-2009 | 75 | 70 |
| Actual 2008-2009 | 74 | 52 |

HAWK ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 98 | 83 | 100 | 91 | 99 | | | 89 | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 99 | 84 | 100 | 100 | 99 | | | * | * | * |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 97 | 91 | 100 | 82 | 98 | | | 80 | 75 | 60 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 99 | 91 | 100 | 100 | 99 | | | * | * | * |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 98 | 84 | 100 | 90 | 98 | | | 80 | 88 | 80 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 99 | 86 | 100 | 100 | 99 | | | * | * | * |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 50 | 85 | 80 |
| Goal 2007-2008 | 60 | 80 | 70 |
| Actual 2007-2008 | 54 | 65 | 64 |
| Goal 2008-2009 | 65 | 85 | 75 |
| Actual 2008-2009 | 40 | 80 | 74 |

HAWK ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 99 | 92 | 100 | 92 | 100 | | | * | 80 | * |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | 89 | 100 | 100 | 100 | | | * | * | * |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 100 | 92 | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | 84 | * | 100 | 100 | | | * | 100 | * |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 91 | 81 | 91 | 67 | 92 | | | 60 | 67 | * |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 97 | 84 | 89 | 99 | | | | * | 88 | * |

Grade 5 TAKS - Percent Commended Performance

| | Reading | | Math | | Science | |
|------------------|---------|--|------|--|---------|--|
| Vision 2009-2010 | 65 | | 85 | | 75 | |
| Goal 2007-2008 | 50 | | 65 | | 45 | |
| Actual 2007-2008 | 52 | | 73 | | 52 | |
| Goal 2008-2009 | 55 | | 75 | | 55 | |
| Actual 2008-2009 | 58 | | 82 | | 70 | |

DISTRICT NAME: DENTON
 CAMPUS NAME: MILDRED M HAWK EL
 CAMPUS NUMBER: 061901118
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|---------|----------------------|---------------|---------------|-------------------|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | > 99% | * | * | * | 97% | | * | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | > 99% | * | * | * | 97% | | * | | | * | * | > 99% | - | - | - | - | - |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 99% | * | * | * | 98% | | 1 | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | > 99% | * | * | * | 82% | | * | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 99% | * | * | * | > 99% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | * | * | * | * | 78% | | * | | | * | * | * | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | 100% | * | * | 99% | | -1 | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | 96% | * | * | * | 94% | | 2 | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 99% | 84% | * | * | > 99% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | > 99% | * | * | * | 93% | | * | | | * | * | > 99% | - | - | - | - | - |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 97% | 100% | 110 | 121 | 91% | | 6 | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | * | * | * | * | 91% | | * | | | * | * | * | - | - | - | - | - |
| Hispanic | * | * | 89% | * | 8 | 12 | 67% | | 22 | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 99% | * | 84 | 90 | 93% | | 6 | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 88% | * | 11 | 14 | 79% | | 9 | | | * | * | > 99% | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 8 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: MILDRED M HAWK EL Campus Rating: Exemplary
 CAMPUS NUMBER: 061901118 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Hodge Elementary

Campus Improvement Plan

2009 – 2010



*“LEAN ON ME”
Working Together ALL Things are Possible!*

Mission Statement

The staff of Hodge Elementary perceives its mission as one of providing a balance between structure and flexibility in the instruction program so as to meet the individual student's needs. This commitment involves providing enrichment, remedial, and academic instruction while showing a care and concern for each individual student.

Why attend HODGE ELEMENTARY.....

- Hodge is a Title 1 bilingual campus that earned Recognized status in 2008-2009.
- Hodge is a goal oriented campus with focus on three WIGS (Wildly Important Goals) in the areas of achieving a strong balanced literacy learning environment, and increased student achievement in the math and science.
- Hodge is a full inclusion campus that serves the needs of special education students in the general education classroom. Hodge provides a wide range of services on campus which includes K-2nd SAC classroom, speech therapy, occupational therapy, physical therapy, adaptive physical education, part-time licensed school physiologist, and part-time diagnostician.
- The Hodge staff is a competent and caring group of professionals; 100% of the staff is currently enrolled in meaningful on-going staff development, 94% of the staff is ESL certified, and 40% of the staff have earned a Master's degree.
- Hodge has completed a 7 million dollar campus renovation this summer. Our improvements include; a new academic wing, new science preparatory room and laboratory, new gymnasium, new literacy library, two new computer laboratories, new art classroom, remodeled administration area, new campus conference room, and expanded and renovated school library.
- Hodge offers improved technology accessibility with two new computer laboratories, one mobile lab with 32 student units, mounted ceiling projectors in every classroom, one smart board for improved science instruction, and classroom document cameras.
- Hodge is actively participating in a year-long research study 2009-2010 of the dual language program as presented by Gomez and Gomez.
- Hodge has a full-time math specialist to challenge and support the needs of our students and staff.
- Hodge has a part-time literacy specialist to enrich our balanced literacy goals K-5th grades.
- Hodge has a growing and viable math resource in our school-wide math closet that enhances hands-on learning and differentiated instruction.
- Hodge has three full-time reading recovery teachers that specialize in student reading intervention, and teacher support for strong instructional strategies.
- Hodge has a honor choir for 4th and 5th grade students, along with membership in the Childrens' Metroplex Choir that performs annually at the Meyerson Symphony Center.
- Hodge has orchestra instruction available for all interested 5th graders.
- Hodge has a student school safety committee led by 5th graders.
- Hodge has a full-time dyslexia specialist to address the needs of those students.
- Hodge has an EXPO program that supports students and teachers in daily instruction.
- Hodge has an OLC (Outside Learning Center) that is dedicated to supporting the vertical alignment of high quality science instruction K-5th grades. Our OLC committee is collaborating with six other campuses in the district to maximize this experience for students.
- Hodge and UNT therapists will continue to collaborate to offer play therapy to students identified as needing this type of support. The quantitative data indicates that this intervention has served to reduce teacher stress, reduce child behavior problems, and most recently improving academic achievement. Hodge is cited in six in school research articles published by UNT.

BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS

HODGE ELEMENTARY

2009-2010

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|--|---|--|---|---|
| <ul style="list-style-type: none"> Increase the quality of a balanced literacy program K-5th grades based on TAKS reading and writing scores, as well as ELI/SELI results. | <ul style="list-style-type: none"> Yes. Our ELI/SELI results showed fewer students identified as at-risk according to end of the year assessment. No. We did not meet our goals in the areas of reading and writing TAKS. We lacked targeted instruction and strong integration of writing in our literacy program. | <ul style="list-style-type: none"> Expanded Saturday school instruction for all sub groups of students taking the Science TAKS to improve vocabulary comprehension in this area. Staff development with Michelle Whatley to offer continued support for our Inclusion schedule and co-teaching strategies. | <ul style="list-style-type: none"> No. Saturday school was offered, however, the gains in vocabulary development were not achieved. Yes. We continued our work with Inclusion. We were more efficient at making the needs of our special education students. This is reflected in their TAKS results. | <ul style="list-style-type: none"> Increase our TAKS reading scores in every grade with an overall target goal of 88% with an emphasis on Hispanic and economically disadvantaged students. | <ul style="list-style-type: none"> Students will receive daily targeted instruction during DI time to increase student learning. Our new literacy specialist will collaborate with classroom teachers to implement the most effective instructional strategies. | <ul style="list-style-type: none"> Campus leaders need to attend a <u>P</u>rofessional <u>L</u>earning <u>C</u>ommunity institute to gain an understanding of the big picture. |

BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS

HODGE ELEMENTARY

2009-2010

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|---|--|---|---|---|
| <ul style="list-style-type: none"> Increase our TAKS math results to recognized status, specifically in regards to LEP and economically disadvantaged students. | <ul style="list-style-type: none"> Yes. We increased our overall math results from 82% to 86%. LEP students increased from 72% to 86% and economically disadvantaged students moved from 76% to 83%. | <ul style="list-style-type: none"> Additional Campus Educational Leave days for teachers to observe others and collaborate with TEAM. | <ul style="list-style-type: none"> No. Extra days were not allotted by the board, however, personnel resources were strategically moved to assist with appropriate plan time for teachers to the extent possible. | <ul style="list-style-type: none"> Continue to increase our TAKS math results with a target goal of 90% with specific focus on the achievement of economically disadvantaged students. | <ul style="list-style-type: none"> Improved delivery of initial math instruction with the support of our math specialist and collaborative TEAMING. Immediate feedback to offer students daily intervention or enrichment during our Differentiated Instructional time. | <ul style="list-style-type: none"> Campus leaders need to attend a Professional Learning Community institute to gain an understanding of the big picture. |

BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS

HODGE ELEMENTARY

2009-2010

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|--|---|---|---|---|
| <ul style="list-style-type: none"> Increase our TAKS science results to recognized status, specifically in regards to LEP and economically disadvantaged students. | <ul style="list-style-type: none"> Yes. Our overall passing rate was 79%, with an 8% increase. Our Hispanic students made significant gains moving from 52% to 73% proficiency. Our economically disadvantaged student moved from 53% to 75% proficiency. | <ul style="list-style-type: none"> Bilingual students taking the science TAKS test need more academic support to increase achievement. The teachers need more training and appropriate Spanish resources. | <ul style="list-style-type: none"> Teacher trainings were offered to support effective teaching strategies for bilingual students. A lack of appropriate Spanish version materials is still an issue. | <ul style="list-style-type: none"> To increase our TAKS science results in every subgroup to at least 80%. To insure that science is being taught every day in every classroom. | <ul style="list-style-type: none"> Student achievement will be monitored regularly resulting in appropriate groupings to increase student learning. Monolingual and bilingual teachers will collaborate on how to determine the learning needs of students, and in what language that initial instruction is delivered. | <ul style="list-style-type: none"> Appropriate Spanish resources for students that have not transitioned to English. |

**HODGE ELEMENTARY
PERFORMANCE OBJECTIVES
2006-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 95 | | 83 | 91 | 96 | n/a | n/a | 95 | 92 | 92 |
| Goal 2006-2007 | 92 | | n/a | 80 | 90 | n/a | n/a | 85 | 80 | 85 |
| Actual 2006-2007 | 89 | | n/a | 84 | 94 | n/a | n/a | 89 | 85 | 84 |
| Goal 2007-2008 | 94 | | 80 | 88 | 96 | n/a | n/a | 92 | 90 | 88 |
| Actual 2007-2008 | 93.7 | | n/a | 89.3 | 96.8 | n/a | n/a | 71.4 | 88.9 | 87 |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 87 | | 80 | 83 | 94 | n/a | n/a | 80 | 80 | 85 |
| Goal 2006-2007 | 80 | | 75 | 75 | 85 | n/a | n/a | 70 | 75 | 75 |
| Actual 2006-2007 | 77 | | n/a | 73 | 84 | n/a | n/a | 69 | 67 | 76 |
| Goal 2007-2008 | 85 | | 78 | 80 | 90 | n/a | n/a | 75 | 75 | 80 |
| Actual 2007-2008 | 78.8 | | n/a | 66.7 | 87.5 | n/a | n/a | 50 | 69.2 | 65.2 |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|----------------|-------------|
| | Reading | Math |
| Vision 2009-2010 | 45 | 40 |
| Goal 2006-2007 | 35 | 30 |
| Actual 2006-2007 | 36 | 28 |
| Goal 2007-2008 | 40 | 35 |
| Actual 2007-2008 | 34.9 | 22.7 |

**HODGE ELEMENTARY
PERFORMANCE OBJECTIVES
2006-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 90 | | 85 | 85 | 100 | n/a | n/a | 85 | 85 | 85 |
| Goal 2006-2007 | 85 | | n/a | 75 | 98 | n/a | n/a | n/a | 75 | 75 |
| Actual 2006-2007 | 83 | | n/a | 68 | 97 | n/a | n/a | n/a | 77 | 65 |
| Goal 2007-2008 | 88 | | 80 | 80 | 100 | n/a | n/a | 80 | 80 | 75 |
| Actual 2007-2008 | 79.2 | | 87.5 | 65 | 96.4 | n/a | n/a | 75 | 72.3 | 62.5 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 99 | | 95 | 98 | 100 | n/a | n/a | 95 | 100 | 98 |
| Goal 2006-2007 | 95 | | n/a | 90 | 95 | n/a | n/a | n/a | 90 | 85 |
| Actual 2006-2007 | 94 | | n/a | 93 | 97 | n/a | n/a | n/a | 97 | 90 |
| Goal 2007-2008 | 96 | | 90 | 95 | 98 | n/a | n/a | n/a | 98 | 95 |
| Actual 2007-2008 | 89.7 | | 75 | 92.7 | 89.3 | n/a | n/a | 75 | 89.6 | 90.9 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 85 | | 80 | 83 | 95 | n/a | n/a | 80 | 85 | 83 |
| Goal 2006-2007 | 75 | | n/a | 70 | 85 | n/a | n/a | n/a | 70 | 70 |
| Actual 2006-2007 | 74 | | 60 | 61 | 87 | n/a | n/a | n/a | 68 | 55 |
| Goal 2007-2008 | 80 | | 75 | 78 | 90 | n/a | n/a | 75 | 78 | 70 |
| Actual 2007-2008 | 82.1 | | 87.5 | 72.5 | 93.1 | n/a | n/a | 88.9 | 76.6 | 68.8 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 45 | 45 | 45 |
| Goal 2006-2007 | 30 | 30 | 30 |
| Actual 2006-2007 | 29 | 32 | 30 |
| Goal 2007-2008 | 35 | 35 | 38 |
| Actual 2007-2008 | 24.7 | 33.3 | 23.1 |

HODGE ELEMENTARY PERFORMANCE OBJECTIVES 2006-2010

| Grade 5 TAKS -Percent Passing Reading | | | | | | | | | | |
|---------------------------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 95 | | 85 | 98 | 100 | n/a | n/a | 85 | 95 | 85 |
| Goal 2006-2007 | 88 | | n/a | 85 | 95 | n/a | n/a | n/a | 80 | 75 |
| Actual 2006-2007 | 90 | | 57 | 89 | 100 | n/a | n/a | n/a | 83 | 73 |
| Goal 2007-2008 | 93 | | 70 | 95 | 100 | n/a | n/a | 80 | 87 | 78 |
| Actual 2007-2008 | 86.8 | | 85.7 | 78.1 | 96.4 | n/a | n/a | 60 | 81 | 66.7 |

| Grade 5 TAKS -Percent Passing Reading | | | | | | | | | | |
|---------------------------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 95 | | 85 | 95 | 98 | n/a | n/a | 85 | 85 | 90 |
| Goal 2006-2007 | 85 | | n/a | 80 | 90 | n/a | n/a | n/a | 80 | 70 |
| Actual 2006-2007 | 87 | | 67 | 86 | 93 | n/a | n/a | n/a | 80 | 75 |
| Goal 2007-2008 | 92 | | 77 | 90 | 95 | n/a | n/a | 80 | 85 | 85 |
| Actual 2007-2008 | 86.6 | | 85.7 | 77.4 | 86.4 | n/a | n/a | n/a | 80.5 | 66.7 |

| Grade 5 TAKS -Percent Passing Science | | | | | | | | | | |
|---------------------------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 80 | | 75 | 80 | 95 | n/a | n/a | 80 | 80 | 75 |
| Goal 2006-2007 | 70 | | n/a | 65 | 85 | n/a | n/a | n/a | 65 | 65 |
| Actual 2006-2007 | 69 | | 43 | 60 | 87 | n/a | n/a | n/a | 57 | 47 |
| Goal 2007-2008 | 75 | | 65 | 70 | 90 | n/a | n/a | 70 | 75 | 60 |
| Actual 2007-2008 | 71 | | 57.1 | 51.5 | 96.4 | n/a | n/a | 40 | 53.5 | 37.5 |

| Grade 5 TAKS - Percent Commended Performance | | | |
|--|---------|------|---------|
| | Reading | Math | Science |
| Vision 2009-2010 | 30 | 35 | 30 |
| Goal 2006-2007 | 20 | 25 | 20 |
| Actual 2006-2007 | 16 | 23 | 17 |
| Goal 2007-2008 | 25 | 30 | 25 |
| Actual 2007-2008 | 29.4 | 43.3 | 39.1 |

DISTRICT NAME: DENTON
 CAMPUS NAME: HODGE EL
 CAMPUS NUMBER: 061901105
 Campus Rating: Recognized
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | Status by Measure | | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|---------|----------------------|---------------|-------------------|-----|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 189 | 227 | 83% | 100% | 179 | 208 | 86% | | -3 | | | 210 | 227 | 93% | RE | RE | EX | - | EX |
| African Amer | * | * | 83% | * | * | * | 89% | | -6 | | | * | * | 83% | - | - | - | - | - |
| X Hispanic | 88 | 118 | 75% | 52% | 76 | 100 | 76% | | -1 | | | 107 | 118 | 91% | RE | RE | EX | - | EX |
| X White | 90 | 96 | 94% | 42% | 84 | 87 | 97% | | -3 | | | 92 | 96 | 96% | EX | - | - | - | EX |
| X Econ Disadv | 113 | 144 | 78% | 63% | 100 | 125 | 80% | | -2 | | | 130 | 144 | 90% | RE | RE | EX | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 56 | 69 | 81% | 100% | 70 | 78 | 90% | | -9 | | | 66 | 69 | 96% | RE | RE | EX | - | EX |
| African Amer | * | * | * | * | * | * | 75% | | * | | | * | * | * | - | - | - | - | - |
| X Hispanic | 26 | 32 | 81% | 46% | 38 | 41 | 93% | | -12 | | | 29 | 32 | 91% | RE | RE | EX | - | EX |
| X White | * | * | 79% | 48% | 25 | 28 | 89% | | -10 | | | * | * | > 99% | RE | RE | EX | - | EX |
| X Econ Disadv | 31 | 38 | 82% | 55% | 43 | 48 | 90% | | -8 | | | 35 | 38 | 92% | RE | RE | EX | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 195 | 228 | 86% | 100% | 174 | 211 | 82% | | 4 | | | 205 | 228 | 90% | RE | RE | EX | - | EX |
| African Amer | * | * | 75% | 5% | * | * | 89% | | -14 | | | * | * | 83% | - | - | - | - | - |
| X Hispanic | 103 | 120 | 86% | 53% | 73 | 101 | 72% | | 14 | | | 104 | 120 | 87% | RE | RE | EX | - | RE |
| X White | 82 | 95 | 86% | 42% | 82 | 89 | 92% | | -6 | | | 90 | 95 | 95% | RE | RE | EX | - | EX |
| X Econ Disadv | 121 | 145 | 83% | 64% | 96 | 127 | 76% | | 7 | | | 127 | 145 | 88% | RE | - | - | - | RE |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 65 | 82 | 79% | 100% | 49 | 69 | 71% | | 8 | | | 67 | 82 | 82% | RE | - | - | - | RE |
| African Amer | * | * | 60% | * | 4 | 7 | 57% | | 3 | | | * | * | 60% | - | - | - | - | - |
| X Hispanic | 35 | 48 | 73% | 59% | 17 | 33 | 52% | Yes | 21 | 12 | Yes | 37 | 48 | 77% | AA | RE | - | - | RE |
| White | * | * | 93% | * | * | * | 96% | | -3 | | | * | * | 93% | - | - | - | - | - |
| X Econ Disadv | 43 | 57 | 75% | 70% | 23 | 43 | 53% | | 22 | | | 45 | 57 | 79% | RE | - | - | - | RE |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 15 | 1 | 5 | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: HODGE EL
 CAMPUS NUMBER: 061901105
 Campus Rating: Recognized
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

SAM HOUSTON ELEMENTARY

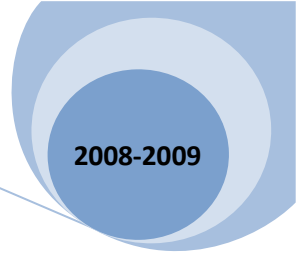
CAMPUS IMPROVEMENT PLAN

2009-2010

“STUDENTS HERE SUCCEED”

OUR MISSION AT SAM HOUSTON SCHOOL IS TO PROVIDE FOR EACH STUDENT A CARING ENVIRONMENT THAT DEVELOPS A SENSE OF RESPONSIBILITY, BUILDS POSITIVE SELF-ESTEEM, AND ENCOURAGES REALIZATION OF MAXIMUM STUDENT POTENTIAL.

Sam Houston Brag Sheet



Parent Involvement

Supportive PTA

Great sense of community that fosters parent involvement

10,546 parent volunteer hours were logged for the 2008-2009 school year

Academics

Exemplary Rated Campus

Former Sam Houston students have received high honors in middle school and high school

Successful Special Education programs

High ELL scores

High Commended Rate on TAKS

Reading 50%

Math 67%

Writing 36%

Science 69%

Innovative use of technology

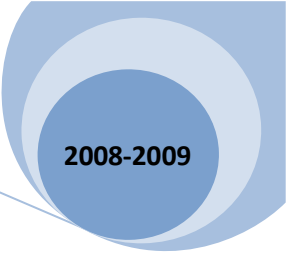
Whole staff involved in mentoring and tutoring with a commitment to student success

Teachers in every grade level, campus wide, help in the learning of ALL students.

Outstanding special areas programs

Successful Accelerated Reader program and store that encourages students to read and is supported by the PTA

Sam Houston Brag Sheet



2008-2009

School Climate

Veteran staff that gives perspective toward understanding/implementing innovating ideas

Caring relations among staff and students

Friendly, helpful office staff

Extracurricular activities: chess club, 5th grade track, orchestra, choir, art club

Recycling in the cafeteria and classrooms

Friendly, positive atmosphere

Cohesive team spirit that supports the individual strengths of staff and students

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
SAM HOUSTON

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> • Raise the Math TAKS scores for the “African American” accountability group from 83% passing rate to 90% passing rate. • Raise the Science TAKS scores for the “All | <ul style="list-style-type: none"> • We exceeded the Math goal by raising our “African American Students” Math TAKS passing rate to 100%. • We exceeded the Science goal by raising our “All Students” Science TAKS passing rate to 98%. | <ul style="list-style-type: none"> • In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of enrollment per campus. Increasing our educational leave days will enable us to | <ul style="list-style-type: none"> • The number of Campus Educational Leave Days were not raised. | <ul style="list-style-type: none"> • Decrease the Kindergarten, 1st and 2nd grade percentages of overall at-risk students in reading, as measured by the 08-09 ELI, by 1 or more percentage points. • Increase the passing rate for 3rd and 4th grade African American students on the first | <ul style="list-style-type: none"> • Classroom teachers and paraprofessionals will do one-on-one and small group tutoring to raise reading levels and fluency rates which will decrease the number of students who are at-risk in reading according to the ELI. • The half-time reading interventionist will work with the at-risk 3rd, 4th and 5th graders | <ul style="list-style-type: none"> • Full-time Reading Interventionist to work with 3rd, 4th and 5th grade at-risk students. • More Campus Educational Leave Days so Kindergarten and 5th grade teachers can be included in ½ day PLC planning sessions. |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|---|--|--|---|---|
| <p>Students” group from 89% passing rate to 90% passing rate.</p> | | <p>ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> | | <p>administration of the TAKS Reading from 3rd grade – 70% and 4th grade – 72% to 90% or above for both.</p> | <p>on reading strategies.</p> <ul style="list-style-type: none"> • The State Comp. Ed. money will be used to hire substitutes to go into the classroom and teach while the classroom teachers pull out at-risk reading students to work with them in small groups. • 1st – 4th grade teachers will have five ½ day PLC planning sessions during the year to 1) plan for classroom instruction 2) build common assessments 3) discuss student work 4) plan for student intervention. | |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|--|---|
| | | | | | <ul style="list-style-type: none"> • Use all auxiliary staff during DEAR to work with at-risk students. • Kindergarten – 5th grade teachers will work in grade level and vertical PLC groups to improve student learning. | |

**Sam Houston School
PERFORMANCE OBJECTIVES
2007-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 95 | | 95 | 92 | 98 | | | | 95 | 95 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Actual 2007-2008 | 99 | | 95 | 100 | 100 | | | | 96 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Actual 2008-2009 | 99 | | 100 | 90 | 100 | | | | 94 | 100 |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 95 | | 95 | 95 | 95 | | | | 95 | 95 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Actual 2007-2008 | 95 | | 90 | 85 | 100 | | | | 85 | 100 |
| Goal 2008-2009 | 95 | | 90 | 95 | 100 | | | | 90 | 100 |
| Actual 2008-2009 | 99 | | 100 | 100 | 99 | | | | 100 | 100 |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|----------------|-------------|
| | Reading | Math |
| Vision 2009-2010 | 60 | 60 |
| Goal 2007-2008 | 50 | 60 |
| Actual 2007-2008 | 45 | 53 |
| Goal 2008-2009 | 50 | 60 |
| Actual 2008-2009 | 57 | 63 |

**Sam Houston School
PERFORMANCE OBJECTIVES
2007-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 90 | 90 | 96 | | | 100 | 90 | 90 |
| Goal 2007-2008 | 95 | | 90 | 90 | 97 | | | 100 | 97 | 100 |
| Actual 2007-2008 | 94 | | 100 | 75 | 97 | | | | 71 | 70 |
| Goal 2008-2009 | 95 | | 95 | 90 | 95 | | | | 90 | 90 |
| Actual 2008-2009 | 90 | | 72 | 80 | 98 | | | | 80 | 71 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 96 | | | | 90 | 90 |
| Goal 2007-2008 | 92 | | 90 | 95 | 91 | | | | 100 | 100 |
| Actual 2007-2008 | 97 | | 100 | 100 | 96 | | | | 93 | 100 |
| Goal 2008-2009 | 95 | | 95 | 95 | 95 | | | | 95 | 95 |
| Actual 2008-2009 | 95 | | 94 | 80 | 98 | | | | 79 | 67 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 95 | 95 | 96 | | | 90 | 95 | 95 |
| Goal 2007-2008 | 92 | | 90 | 90 | 90 | | | 90 | 90 | 90 |
| Actual 2007-2008 | 90 | | 73 | 83 | 92 | | | | 86 | 80 |
| Goal 2008-2009 | 95 | | 90 | 90 | 95 | | | | 86 | 90 |
| Actual 2008-2009 | 98 | | 94 | 100 | 98 | | | | 95 | 100 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 45 | 40 | 65 |
| Goal 2007-2008 | 40 | 25 | 50 |
| Actual 2007-2008 | 31 | 28 | 31 |
| Goal 2008-2009 | 40 | 30 | 50 |
| Actual 2008-2009 | 42 | 34 | 61 |

**Sam Houston School
PERFORMANCE OBJECTIVES
2007-2010**

| Grade 5 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 90 | 100 | | | | 100 | 100 |
| Actual 2007-2008 | 98 | | 90 | 100 | 98 | | | | 100 | 100 |
| Goal 2008-2009 | 99 | | 100 | 90 | 100 | | | | 90 | 90 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |

| Grade 5 TAKS -Percent Passing Math | | | | | | | | | | |
|---|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Actual 2007-2008 | 99 | | 90 | 100 | 100 | | | | 100 | 100 |
| Goal 2008-2009 | 99 | | 100 | 90 | 100 | | | | 90 | 90 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |

| Grade 5 TAKS -Percent Passing Science | | | | | | | | | | |
|--|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 99 | | 100 | 90 | 100 | | | | 90 | 90 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Actual 2007-2008 | 89 | | 91 | 79 | 91 | | | | 81 | 67 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | | 100 | 100 |
| Actual 2008-2009 | 98 | | 100 | 83 | 100 | | | | 90 | * |

| Grade 5 TAKS - Percent Commended Performance | | | |
|---|----------------|-------------|----------------|
| | Reading | Math | Science |
| Vision 2009-2010 | 60 | 75 | 75 |
| Goal 2007-2008 | 40 | 50 | 50 |
| Actual 2007-2008 | 33 | 49 | 43 |
| Goal 2008-2009 | 60 | 60 | 50 |
| Actual 2008-2009 | 42 | 67 | 69 |

DISTRICT NAME: DENTON
 CAMPUS NAME: HOUSTON EL
 CAMPUS NUMBER: 061901102
 Campus Rating: Exemplary
 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|---------|----------------------|---------------|---------------|-------------------|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | 100% | 273 | 282 | 97% | | 1 | | | * | * | > 99% | EX | - | - | - | EX |
| X African Amer | * | * | 94% | * | * | * | 95% | | -1 | | | * | * | > 99% | EX | - | - | - | EX |
| Hispanic | * | * | 93% | * | 32 | 35 | 91% | | 2 | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 99% | * | 183 | 186 | 98% | | 1 | | | * | * | > 99% | EX | - | - | - | EX |
| X Econ Disadv | * | * | 96% | * | 56 | 61 | 92% | | 4 | | | * | * | > 99% | EX | - | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | * | 96 | 99 | 97% | | 1 | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | 89% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | > 99% | * | 66 | 69 | 96% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 90% | * | * | * | 93% | | -3 | | | * | * | > 99% | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 99% | * | 266 | 281 | 95% | | 4 | | | * | * | > 99% | EX | - | - | - | EX |
| X African Amer | * | * | > 99% | * | 34 | 41 | 83% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| X Hispanic | * | * | 97% | * | * | * | 94% | | 3 | | | * | * | > 99% | EX | - | - | - | EX |
| X White | * | * | 99% | * | 179 | 185 | 97% | | 2 | | | * | * | > 99% | EX | - | - | - | EX |
| X Econ Disadv | * | * | 98% | * | 55 | 61 | 90% | | 8 | | | * | * | > 99% | EX | - | - | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | * | 87 | 98 | 89% | | 9 | | | * | * | 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | 91% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | 83% | * | 11 | 14 | 79% | | 4 | | | * | * | 92% | - | - | - | - | - |
| X White | * | * | > 99% | * | 59 | 65 | 91% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 89% | * | 17 | 21 | 81% | | 8 | | | * | * | 95% | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 13 | N/A | N/A | N/A | N/A | N/A |

TEXAS EDUCATION AGENCY
2009 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES

DISTRICT NAME: DENTON
 CAMPUS NAME: HOUSTON EL Campus Rating: Exemplary
 CAMPUS NUMBER: 061901102 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | Class of 2007 | | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | | |
| African Amer | - | - | - | - | - | - | - | - | - | - | | |
| Hispanic | - | - | - | - | - | - | - | - | - | - | | |
| White | - | - | - | - | - | - | - | - | - | - | | |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | | |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|--------------------|----------------------|----|------------|--|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? | |
| All Students | - | - | - | - | - | - | - | - | - | | | |
| African Amer | - | - | - | - | - | - | - | - | - | | | |
| Hispanic | - | - | - | - | - | - | - | - | - | | | |
| White | - | - | - | - | - | - | - | - | - | | | |
| Econ Disadv | - | - | - | - | - | - | - | - | - | | | |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

LEE

CAMPUS IMPROVEMENT PLAN

2009-2010



Lee Elementary School

2009 Brag Sheet

1. 2008-2009 Recognized School
2. Our Commended Performance in reading has improved in grades 3-5 since last year
3. Our Commended Performance in math has improved in grades 3 & 4 since last year
4. Our Commended Performance in science has exceeded our goal set for the 2009-2010 school year by 4 percentage points.
5. Lee's Jazmyn Robles wins 3rd place in the DISD Hawkeye Reader contest
6. Full inclusion for special education in grades K-5
7. Professional Learning Community School
8. Full implementation of Bilingual Program K-5
9. Was one of 4 campuses to host national speaker, Cassie Erkens for Professional Learning Community-Developing Common Assessments
10. 4th and 5th grade choir
11. Panther Mail school wide system sponsored by counselors and 5th graders
12. TOT-Teams of Tomorrow sponsored by PE teachers
13. Jump 2 It jump rope team sponsored by PE teachers
14. K-PAW News Team Friday Live announcements sponsored by our librarian with 5th grade
15. Agreed to be 1 of 4 Education Service Center, Region 11 Positive Behavior Support (PBS) schools
16. Safety Patrol
17. Fun Family Math Night K-5
18. Implementing Core Essentials for character education program
19. A play therapy school that is offers play therapy with campus counselors and/or UNT counselors
20. Has been chosen as 1 of 7 schools to begin implementing Classworks in DISD
21. Continuation of Pause "Paws" Time

We are champs. We are Lee. We are PBS

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
LEE ELEMENTARY SCHOOL

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|--|---|---|--|--|--|
| <ul style="list-style-type: none"> • Increase student achievement to move from Recognized (75% passing) to Exemplary (90% passing) • Increase student performance in the area of reading K-2 so that 80% of the students will be reading on grade level by June 2009 | <ul style="list-style-type: none"> • We did not meet our goal of being exemplary. Our 5th grade science scores were in the acceptable range. Teachers will be attending a science academy sponsored by the district and the district science coordinator will be on campus modeling for the teachers once a week. • We did increase our student performance in the area of reading K-2 by | <ul style="list-style-type: none"> • Our 5th grade bilingual students taking the science test in Spanish need extra support (i.e. summer school, Saturday school and transportation). A training in Spanish science vocabulary is needed for teachers to develop fluency. These two items will enhance our district TAKS scores, as well as enhance the learning for our bilingual students districtwide. | <ul style="list-style-type: none"> • This was a district goal for improving Spanish science TAKS scores. We did not have any of our students take the science test in Spanish. The district did provide a Saturday school for bilingual students. • We did not get an increase in our educational | <ul style="list-style-type: none"> • To be an exemplary campus. We will need to focus on raising our math and science scores. • To be a model school for the ESC, Region 11 for Positive Behavior Support (PBS). | <ul style="list-style-type: none"> • Since we need to focus on our math and science scores, we will focus on math by using Target the Question, by implementing problem solving curriculum in our Pause Time and our instructional math time. Teachers will also identify the essential learnings using the TAKS Tornado flip chart K-5 for math every six weeks with the guidance of the | <ul style="list-style-type: none"> • Would like to request \$3250 to fund August inservice with national speaker, Cassie Erkens for continued Professional Learning Communities staff development. We are not allowed to use Title 1 funds for this continued training. In order to be able to have this training with my other 3 |

Summary – Campus Improvement Plans

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|--|--|---|--|---|
| | <p>at least one reading level. Since this improved reading level is still below reading level, we will continue aiming for improved end of the year reading scores.</p> | <ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of campus educational leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all teachers for programs like inclusion and Professional Learning Communities. Ultimately, this will enhance the learning for all students. | | | <p>DISD math coordinator. We will also focus on math as we implement Classworks on our campus. For science, we will be teaching science every day in K-5 and the K-5 teachers will be attending Science academies sponsored by DISD coordinators. The teachers will also be identifying the essential learnings in science using the TAKS Tornado flip chart K-5 every six weeks with the guidance of the DISD science coordinators.</p> | <p>colleagues, I had to use campus funds and could not use Title funds since they are not Title campuses. We sacrificed purchasing supplies and instructional materials in order to attend this training. My PTA was not able to provide the funds in our activity account so we had to use our allotted campus funds. I am asking that these additional funds be added to our campus</p> |

Summary – Campus Improvement Plans

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | | | | | We will also focus on 5 th grade science as we implement Classworks. | fund and earmarked so we can continue with our PLC staff development in August and we do not have to depend on Title funds. |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|------------------------|--------------------------|-----------------|-----------|--------|---------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | | 80 | 90 | 99 | | | 88 | 91 | 90 |
| Goal 2007-2008 | 88 | | 75 | 88 | 97 | | | 80 | 87 | 80 |
| Actual 2007-2008 | 92 | | 80 | 94 | 92 | | | 57 | 99 | 92 |
| Goal 2008-2009 | 88 | | 80 | 88 | 97 | | | 80 | 87 | 80 |
| Actual 2008-2009 | 86 | | 89 | 85 | 87 | | | 67 | 84 | 84 |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|------------------------|--------------------------|-----------------|-----------|--------|---------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | | 88 | 88 | 96 | | | 88 | 88 | 88 |
| Goal 2007-2008 | 80 | | 75 | 75 | 88 | | | 80 | 75 | 80 |
| Actual 2007-2008 | 85 | | 70 | 83 | 79 | | | 57 | 73 | 83 |
| Goal 2008-2009 | 85 | | 70 | 83 | 79 | | | 80 | 73 | 83 |
| Actual 2008-2009 | 67 | | 75 | 64 | 74 | | | 56 | 67 | 63 |

**Grade 3 TAKS -Percent Commended
Performance**

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 30 | 20 |
| Goal 2007-2008 | 30 | 20 |
| Actual 2007-2008 | 12 | 21 |
| Goal 2008-2009 | 26 | 21 |
| Actual 2008-2009 | 24 | 22 |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 86 | | 86 | 82 | 97 | | | | 85 | 80 |
| Goal 2007-2008 | 84 | | 92 | 80 | 90 | | | | 82 | 75 |
| Actual 2007-2008 | 69 | | 67 | 65 | 81 | | | 50 | 64 | 64 |
| Goal 2008-2009 | 75 | | 75 | 75 | 80 | | | 60 | 82 | 75 |
| Actual 2008-2009 | 74 | | 89 | 74 | 62 | | | 44 | 71 | 64 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | | 92 | 95 | 99 | | | | 95 | 92 |
| Goal 2007-2008 | 90 | | 80 | 89 | 97 | | | | 87 | 82 |
| Actual 2007-2008 | 84 | | 73 | 81 | 100 | | | 55 | 82 | 77 |
| Goal 2008-2009 | 84 | | 80 | 89 | 97 | | | 60 | 87 | 82 |
| Actual 2008-2009 | 83 | | 90 | 85 | 71 | | | 58 | 80 | 81 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | | 88 | 88 | 97 | | | | 88 | 88 |
| Goal 2007-2008 | 80 | | 70 | 75 | 94 | | | | 74 | 65 |
| Actual 2007-2008 | 85 | | 67 | 87 | 88 | | | 75 | 85 | 86 |
| Goal 2008-2009 | 80 | | 70 | 87 | 88 | | | 75 | 85 | 86 |
| Actual 2008-2009 | 78 | | 67 | 80 | 79 | | | 60 | 75 | 75 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 20 | 20 | 20 |
| Goal 2007-2008 | 20 | 15 | 15 |
| Actual 2007-2008 | 11 | 19 | 25 |
| Goal 2008-2009 | 20 | 15 | 25 |
| Actual 2008-2009 | 13 | 16 | 25 |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 88 | | 93 | 80 | 96 | | | | 86 | 86 |
| Goal 2007-2008 | 85 | | 75 | 84 | 94 | | | | 80 | 70 |
| Actual 2007-2008 | 85 | | 88 | 79 | 93 | | | 70 | 81 | 74 |
| Goal 2008-2009 | 85 | | 88 | 80 | 93 | | | 70 | 81 | 74 |
| Actual 2008-2009 | 76 | | 88 | 73 | 79 | | | 67 | 73 | 67 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | | 99 | 86 | 99 | | | | 90 | 70 |
| Goal 2007-2008 | 75 | | 70 | 84 | 99 | | | | 70 | 70 |
| Actual 2007-2008 | 86 | | 71 | 90 | 89 | | | 100 | 90 | 88 |
| Goal 2008-2009 | 86 | | 80 | 90 | 89 | | | 75 | 90 | 88 |
| Actual 2008-2009 | 79 | | 78 | 78 | 93 | | | 62 | 74 | 70 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 82 | | 79 | 70 | 93 | | | | 71 | 50 |
| Goal 2007-2008 | 70 | | 70 | 70 | 75 | | | | 70 | 40 |
| Actual 2007-2008 | 82 | | 56 | 86 | 92 | | | | 84 | 81 |
| Goal 2008-2009 | 82 | | 60 | 86 | 92 | | | 60 | 84 | 81 |
| Actual 2008-2009 | 67 | | 44 | 65 | 93 | | | 46 | 62 | 57 |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 25 | 30 | 20 |
| Goal 2007-2008 | 20 | 30 | 15 |
| Actual 2007-2008 | 18 | 27 | 33 |
| Goal 2008-2009 | 18 | 27 | 33 |
| Actual 2008-2009 | 19 | 38 | 24 |

DISTRICT NAME: DENTON
CAMPUS NAME: LEE EL
CAMPUS NUMBER: 061901104

Campus Rating: Academically Acceptable
Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|---------|----------------------|---------------|---------------|-------------------|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 196 | 241 | 81% | 100% | 192 | 225 | 85% | | -4 | | | 215 | 241 | 89% | RE | - | - | - | RE |
| African Amer | * | * | 91% | * | 26 | 32 | 81% | | 10 | | | * | * | 95% | - | - | - | - | - |
| X Hispanic | 129 | 163 | 79% | 68% | 115 | 137 | 84% | | -5 | | | 142 | 163 | 87% | RE | - | - | - | RE |
| X White | 43 | 52 | 83% | 22% | 49 | 54 | 91% | | -8 | | | 48 | 52 | 92% | RE | RE | EX | - | EX |
| X Econ Disadv | 144 | 184 | 78% | 76% | 137 | 164 | 84% | | -6 | | | 160 | 184 | 87% | RE | - | - | - | RE |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 86% | 100% | 56 | 62 | 90% | | -4 | | | * | * | 99% | RE | RE | EX | - | EX |
| African Amer | * | * | > 99% | * | * | * | 88% | | * | | | * | * | > 99% | - | - | - | - | - |
| X Hispanic | * | * | 89% | 67% | 37 | 42 | 88% | | 1 | | | * | * | 98% | RE | RE | EX | - | EX |
| White | * | * | 72% | 22% | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| X Econ Disadv | * | * | 85% | 75% | 35 | 40 | 88% | | -3 | | | * | * | 98% | RE | RE | EX | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 180 | 235 | 77% | 100% | 192 | 222 | 86% | | -9 | | | 203 | 235 | 86% | RE | - | - | - | RE |
| African Amer | * | * | 81% | 9% | 23 | 33 | 70% | | 11 | | | * | * | 90% | - | - | - | - | - |
| X Hispanic | 121 | 160 | 76% | 68% | 120 | 136 | 88% | | -12 | | | 136 | 160 | 85% | RE | - | - | - | RE |
| X White | 40 | 51 | 78% | 22% | 48 | 52 | 92% | | -14 | | | 46 | 51 | 90% | RE | RE | EX | - | EX |
| X Econ Disadv | 133 | 179 | 74% | 76% | 138 | 160 | 86% | Yes | -12 | -6 | No | 151 | 179 | 84% | AA | AA | RE | - | RE |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 49 | 74 | 66% | 100% | 61 | 75 | 81% | Yes | -15 | ** | No | 52 | 74 | 70% | AA | - | - | - | AA |
| African Amer | 4 | 9 | 44% | 12% | 9 | 16 | 56% | | -12 | | | 5 | 9 | 56% | - | - | - | - | - |
| X Hispanic | 33 | 51 | 65% | 69% | 31 | 36 | 86% | Yes | -21 | ** | No | 35 | 51 | 69% | AA | - | - | - | AA |
| White | * | * | 92% | * | * | * | 91% | | 1 | | | * | * | 92% | - | - | - | - | - |
| X Econ Disadv | 35 | 57 | 61% | 77% | 47 | 56 | 84% | Yes | -23 | ** | No | 37 | 57 | 65% | AA | - | - | - | AA |

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.
*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 14 | 3 | 3 | No | N/A | No |

DISTRICT NAME: DENTON
 CAMPUS NAME: LEE EL
 CAMPUS NUMBER: 061901104

Campus Rating: Academically Acceptable
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

McNair Elementary School

Campus Improvement Plan

2009-2010

Mission Statement:

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible citizens.

Motto:

Believe and Achieve

Mission Statement

The faculty and staff of Calhoun Middle School will successfully teach all children to become responsible citizens who demonstrate an intercultural awareness and respect for themselves and others. Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to:

- Discover individual interests and the ability to communicate those interest meaningfully
- Cultivate a life-long love of learning through a Holistic educational approach
- Develop skills to cope with, as well as productively contribute to, our complex, dynamic, and multi-cultural society.

McNair Elementary School

- **McNair Elementary is named after Astronaut Ron McNair and opened in 1986. On our 20th anniversary, Mr. McNair's brother attended the celebration in his brother's honor**
- **The three principals of McNair: Doug Key, Dr. Dean Anthony and Sean Flynn**
- **McNair's choir and orchestra have placed first at the Fun Fest Competition, every year for the past eight years.**
- **Eight of McNair's students had their art displayed at Denton's Center for Visual Arts, this past May.**
- **Our fine arts department has hosted a Dessert with the Arts the past three years that has proven to be a success.**
- **McNair has started an Environmental Learning Area (called Ella) where students learn about animal and plant habitats. Our students plant, care for and grow vegetables and fruits in Ella.**
- **McNair's physical education department has participated in the Fifth Grade UNT Track Meet for the past three years. In the spring of 2009 McNair's team earned third place.**
- **McNair's choir has appeared on Good Morning Texas to perform featured music from the Music Theater of Denton.**
- **Through the last Bond Election, McNair gained a science prep room and lab. These rooms are a wonderful addition to the campus for learning and for teaching.**
- **The Bond Election provided monies for our classrooms to have projectors. Teachers are using these projectors for their daily math lessons, United Streaming videos, and for navigating on the web as a class.**
- **McNair was rated a Recognized campus, by TEA, from 2003-2007**
- **McNair was rated an Exemplary campus in 99-00, 01-02 and 08-09**
- **Our PTA does a fantastic job volunteering, raising money and supporting our teachers. They have provided school supplies, food and clothes for students in need.**
- **PTA Dads are a great asset to McNair students. They volunteer to eat lunch with students whose parents are unable to come.**
- **McNair has a daily intervention time (Exploration Time) to tutor and provide specific interventions to struggling learners.**
- **Teachers at McNair work in collaborative groups to plan weekly assignments, as well as create common assessments to access students' needs.**
- **The newly renovated library, at McNair, allows more students the opportunity to work on research projects at one time. The librarian incorporates research, technology and literature across the curriculum in every grade level.**

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
McNAIR ELEMENTARY SCHOOL**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|--|--|---|--|---|---|
| <p>Inclusion services will increase school rating from Recognized to Exemplary by June 2009.</p> | <p>We did reach the goal by implementing inclusion teaching models.</p> | <p>To provide more intervention opportunities for all students. To implement co-teaching models. Use of a Math Intervention Specialist. Request a Science Intervention Specialist. Increase education leave days from 5% to 10%.</p> | <p>Education leave days were not increased. McNair received a part time Math intervention specialist. We did not receive the Science intervention specialist.</p> | <p>Maintain exemplary rating in the area of Math and Science by June 2010.</p> | <p>Use data benchmarks to guide instruction.</p> <p>PLC vertical teams to meet 2-3 times during the school year.</p> <p>Provide daily intervention (Exploration time) for grade levels.</p> <p>PLC grade level teams to meet every 2-3 weeks to analyze data and create common assessments.</p> | <p>More reading intervention programs for RTI.</p> <p>Create a reading intervention specialist position just like the math intervention specialist.</p> <p>The math intervention specialist needs to be full time at McNair instead of part time.</p> |

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
McNAIR ELEMENTARY SCHOOL**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|---|---|--|---|---|
| <p>Increase the passing rate of all students in the area of science from 89.4% to 90% by June 2009.</p> | <p>We reached the goal. The passing rate for all students in the area of science was 97%.</p> | <p>Science intervention specialist to help achieve science TAKS goals. Increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus.</p> | <p>We did not receive the increase of educational leave days. We did not get an approval for the position of Science intervention specialist.</p> | <p>Increase the TAKS passing rate of all students in the area of reading from 99% to 100% by June 2010. Increase the commended rate for all students from 54% to 60% by June 2010.</p> | <p>Grade level exploration teams to plan reading intervention lessons.</p> <p>Grade level PLC teams meet once every 2-3 weeks to analyze data, identify teaching targets, and create common assessments.</p> <p>Continue inclusion model.</p> <p>Train staff in Differentiated Instruction techniques.</p> <p>Comp Ed. Funds for reading materials.</p> | <p>More reading intervention programs for RTI.</p> <p>Create a reading intervention specialist position just like the math intervention specialist.</p> <p>The math intervention specialist needs to be full time at McNair instead of part time.</p> |

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
McNAIR ELEMENTARY SCHOOL**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|--|--|---|--|---|
| <p>Professional Learning Communities at McNair will increase school rating from recognized to exemplary by June 2009.</p> | <p>We did reach the goal by building Professional Learning Communities at McNair.</p> | <p>To provide Professional Learning Communities training to all staff.</p> <p>To provide more intervention opportunities for all students.</p> <p>Increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus.</p> | <p>The needs were met as Professional Learning Communities helped increase our school rating from recognized to exemplary.</p> | <p>Professional Learning Communities at McNair will maintain school rating of Exemplary by June 2010.</p> | <p>Provide PLC staff development for 2009-2010.</p> <p>PLC vertical teams to meet 2-3 times during the school year.</p> <p>Provide daily intervention (Exploration time) for grade levels.</p> <p>PLC grade level teams to meet every 2-3 weeks to analyze data and create common assessments.</p> | <p>More reading intervention programs for RTI.</p> <p>Create a reading intervention specialist position just like the math intervention specialist.</p> <p>The math intervention specialist needs to be full time at McNair instead of part time.</p> |

**MCNAIR ELEMENTARY
PERFORMANCE OBJECTIVES
2009-2010**

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Goal 2007-2008 | 99 | | 95 | 95 | 100 | * | * | 100 | 100 | 100 |
| Actual 2007-2008 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Actual 2008-2009 | 99 | | 100 | 94 | 100 | * | * | 100 | 92 | 100 |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Goal 2007-2008 | 95 | | 90 | 90 | 98 | * | * | 100 | 92 | 100 |
| Actual 2007-2008 | 99 | | 90 | 100 | 100 | * | * | 100 | 93 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Actual 2008-2009 | 99 | | 100 | 94 | 100 | * | * | 100 | 92 | 100 |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 70 | 70 |
| Goal 2007-2008 | 59 | 40 |
| Actual 2007-2008 | 59 | 56 |
| Goal 2008-2009 | 65 | 60 |
| Actual 2008-2009 | 68 | 65 |

**MCNAIR ELEMENTARY
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Goal 2007-2008 | 92 | | 90 | 90 | 95 | * | * | 85 | 90 | 85 |
| Actual 2007-2008 | 95 | | 82 | 89 | 98 | * | * | 100 | 90 | 100 |
| Goal 2008-2009 | 97 | | 90 | 90 | 98 | * | * | 100 | 90 | 100 |
| Actual 2008-2009 | 95 | | 100 | 95 | 96 | * | * | 100 | 89 | 100 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 100 | 100 | 98 | * | * | 95 | 95 | 100 |
| Goal 2007-2008 | 95 | | 95 | 90 | 98 | * | * | 100 | 93 | 83 |
| Actual 2007-2008 | 99 | | 100 | 94 | 100 | * | * | 100 | 90 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Actual 2008-2009 | 96 | | 100 | 100 | 95 | * | * | 88 | 94 | 100 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Goal 2007-2008 | 95 | | 90 | 90 | 100 | * | * | 90 | 90 | 100 |
| Actual 2007-2008 | 91 | | 73 | 89 | 94 | * | * | 80 | 90 | 100 |
| Goal 2008-2009 | 95 | | 90 | 90 | 100 | * | * | 90 | 90 | 100 |
| Actual 2008-2009 | 99 | | 100 | 95 | 100 | * | * | 100 | 94 | 100 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 55 | 50 | 70 |
| Goal 2007-2008 | 32 | 44 | 42 |
| Actual 2007-2008 | 29 | 46 | 35 |
| Goal 2008-2009 | 35 | 50 | 40 |
| Actual 2008-2009 | 45 | 46 | 66 |

**MCNAIR ELEMENTARY
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Goal 2007-2008 | 95 | | 90 | 90 | 98 | * | * | 85 | 92 | 90 |
| Actual 2007-2008 | 96 | | 93 | 95 | 96 | * | * | 90 | 82 | * |
| Goal 2008-2009 | 98 | | 98 | 95 | 98 | * | * | 95 | 90 | 90 |
| Actual 2008-2009 | 98 | | 100 | 89 | 100 | * | * | 100 | 100 | 100 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | * | * | 100 | 100 | 100 |
| Goal 2007-2008 | 95 | | 90 | 100 | 95 | * | * | 85 | 90 | 90 |
| Actual 2007-2008 | 97 | | 100 | 90 | 98 | * | * | 100 | 94 | 100 |
| Goal 2008-2009 | 99 | | 99 | 95 | 99 | * | * | 100 | 95 | 100 |
| Actual 2008-2009 | 99 | | 100 | 94 | 100 | * | * | 100 | 100 | 100 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 95 | 95 | 99 | * | * | 90 | 90 | * |
| Goal 2007-2008 | 94 | | 90 | 90 | 99 | * | * | 85 | 90 | * |
| Actual 2007-2008 | 89 | | 75 | 95 | 91 | * | * | 73 | 82 | * |
| Goal 2008-2009 | 90 | | 90 | 95 | 95 | * | * | 90 | 90 | * |
| Actual 2008-2009 | 97 | | 89 | 89 | 100 | * | * | 100 | 100 | * |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 52 | 68 | 58 |
| Goal 2007-2008 | 38 | 58 | 54 |
| Actual 2007-2008 | 33 | 43 | 44 |
| Goal 2008-2009 | 38 | 50 | 50 |
| Actual 2008-2009 | 47 | 63 | 53 |

DISTRICT NAME: DENTON
 CAMPUS NAME: MCNAIR EL
 CAMPUS NUMBER: 061901106
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|---------|----------------------|---------------|---------------|-------------------|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 97% | 100% | 268 | 277 | 97% | | 0 | | | * | * | 99% | EX | - | - | - | EX |
| African Amer | * | * | 96% | * | 33 | 36 | 92% | | 4 | | | * | * | > 99% | - | - | - | - | - |
| X Hispanic | * | * | 93% | 20% | 49 | 52 | 94% | | -1 | | | * | * | 96% | EX | - | - | - | EX |
| X White | * | * | 99% | * | 178 | 181 | 98% | | 1 | | | * | * | > 99% | EX | - | - | - | EX |
| X Econ Disadv | * | * | 93% | 15% | 38 | 42 | 90% | | 3 | | | * | * | 95% | EX | - | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 96% | 100% | * | * | 99% | | -3 | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | > 99% | * | * | * | 94% | | * | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 95% | 67% | * | * | > 99% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 94% | * | * | * | 90% | | 4 | | | * | * | > 99% | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 272 | 275 | 99% | 100% | 264 | 277 | 95% | | 4 | | | 272 | 275 | 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | 32 | 36 | 89% | | * | | | * | * | > 99% | - | - | - | - | - |
| X Hispanic | * | * | 96% | * | 48 | 52 | 92% | | 4 | | | * | * | 96% | EX | - | - | - | EX |
| X White | * | * | 99% | * | 176 | 181 | 97% | | 2 | | | * | * | 99% | EX | - | - | - | EX |
| X Econ Disadv | * | * | 98% | * | 38 | 41 | 93% | | 5 | | | * | * | 98% | EX | - | - | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 94 | 98 | 96% | 100% | 84 | 94 | 89% | | 7 | | | 95 | 98 | 97% | EX | - | - | - | EX |
| African Amer | * | * | 89% | * | 12 | 16 | 75% | | 14 | | | * | * | 89% | - | - | - | - | - |
| Hispanic | * | * | 84% | 19% | * | * | 95% | | -11 | | | * | * | 89% | - | - | - | - | - |
| X White | * | * | > 99% | * | 52 | 57 | 91% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | > 99% | * | 14 | 17 | 82% | | * | | | * | * | > 99% | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 12 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: MCNAIR EL Campus Rating: Exemplary
 CAMPUS NUMBER: 061901106 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

L. A. Nelson Elementary School

Where Pride Begins...And Learning Never Ends

2009 -2010 Campus Improvement Plan

Mission:

The mission of LA Nelson Elementary is to facilitate a respectful, enriching educational environment while developing, encouraging and empowering students to be successful in their life endeavors.

Vision:

Our vision is to collaboratively work with all students on the LA Nelson campus providing character traits, a solid academic foundation, and experiences of success. Our school staff and community will provide a positive environment where children will know they can grow and develop life-long skills.

Commitments:

Our commitments are stated to achieve our mission and vision:

- We will provide a school environment that promotes learning, healthy habits, and physical education.
 - We will model, teach, support, and mentor all students.**
- We will implement a pyramid of intervention that will support students to become successful.
 - We will engage in professional and honest communication with parents and each other.*
 - We will design our instructional lessons to follow the TEKS.**

Why Attend L.A. Nelson Elementary...

L.A. Nelson opened in 2007 for kindergarten through fifth grade students.

The land Nelson sits on was the KDNT radio site of Denton for many years.

The school is named for Mr. L.A. Nelson a former lawyer and mayor of Denton.

L.A. Nelson has been named a Recognized Campus 2007-2008 & 2008-2009.

Two *Leading Lions* are selected each six weeks from each grade level.

L.A. Nelson has a site based decision team called a Campus Leadership Team. Staff, parents, & community members meet with principal during the year.

L.A. Nelson provides the Inclusion model for special education learning.

L.A. Nelson has a full time ESL certified teacher, Reading Recovery teacher, counselor, four Inclusion staff, dyslexia teacher and nurse.

L.A. Nelson has a part-time Educational Diagnostician, Licensed School Psychologist, Speech teacher, Math Intervention Specialist, Read 180 teacher, and Computer TI.

Reading Counts is used to encourage independent student reading and PTA provides a reading counts store for points earned.

The Nelson library has 15,521 resources available for circulation.

Our music specialist directs an All School Holiday Sing and Choir programs. The choir is made up of 80 selected singers from 4th and 5th grade.

Nelson PTA hosts the Scholastic Book Fair twice a school year to promote literacy at home.

The special area teachers collect “Box tops for Education”.

L.A. Nelson’s Art teacher was voted #1Elementary Art Teacher in the State of Texas for 2208-2009.

L.A. Nelson has a *Green Team* for recycling and providing us tips on how to recycle.

L.A. Nelson hosts a week long Career Fair in January. Invited community members come to be guest speakers.

Currently, we have a mentoring program from Guyer HS PALS and community members.

L.A. Nelson has a fully equipped Science Lab.

Nelson staff host a Family Fun Science night each school year.

L.A. Nelson maintains a “Butterfly Garden” outside the Science Lab.

L.A. Nelson has two large computer labs for student use.

Nelson PTA host a “PRIDE NIGHT” in the fall of the year and a “SOCK HOP” in the spring of the year.

The GUYS and GALS science club is offered to 5th grade students.

The Safety Patrol helps greet students and provides safety arriving and leaving school.

L.A. Nelson supports a campus Science Fair in the second semester.

Nelson Physical Education Teachers host a Spring Field Day that allows all students to participate.

Nelson teachers are trained in Inclusion, Thinking Maps, Love and Logic, Differentiation Instruction, SALSA, LASSO, and Brain Based Learning.

Nelson has a very active Choir with 90 student members which placed 1st in competition 2007-2008 & 2008-2009.

L.A. Nelson staff has Professional Learning Communities to assess data and make decisions for successful student learning.

Nelson teaching staff receives current staff development which is research based.

L.A. Nelson has a Storytelling Club and has been asked to present at the Tejas Storytelling Festival.



**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
L. A. NELSON ELEMENTARY SCHOOL**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|--|--|---|---|--|---|
| <ul style="list-style-type: none"> • Implement Inclusion campus-wide • Train staff on the use of resources on the Nelson campus • Support the needs of the ELL learner. | <ul style="list-style-type: none"> • We reached this goal and will improve upon it yearly. • Celebration of wonderful resources at Nelson • Full time ESL Teacher | <ul style="list-style-type: none"> • Campus teams trained on Inclusion • Administer benchmarks and analyze data to drive instruction. • Nelson had 30+ ESL students | <ul style="list-style-type: none"> • Inclusion training was done by the Stetson Group. • Kilgo data was used to analyze data • Full time ESL Teacher with the support of the Bil/ESL Dept. • Half time Math Specialist is on every campus for addition support, 2008- | <ul style="list-style-type: none"> • Improve the performance of accountability of at-risk students from 65% to 70% • Increase the academic achievement of TAKS Science from 82% to 85% • Increase the percent of K-2 students “on level” or “progressing” by the end of the year June 2010 for ELI | <ul style="list-style-type: none"> • Plan with teams to provide intervention/ support for struggling students through PLCs. • Implement PLCs on the campus for all teams. • Provide staff development for Science instruction expectations. • Establish scoreboards to allow 3-5 teams to monitor their student progress toward their grade level WIG. | <ul style="list-style-type: none"> • Our 5th grade ESL test-takers do not have enough prior knowledge in Science and must have some “extra” support in academics and vocabulary. • Vocabulary Training for all staff. • Beginning of PLCs for all teams to look at data and target learning for all students. |

Summary – Campus Improvement Plans

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 20082009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|--------------------------------------|--|---|--|---|
| | | | 2009. Yea! | from 94% to 96%. | <ul style="list-style-type: none"> • Provide staff development for new teachers with Guided Reading Instruction. • Have Inclusion teacher trained in RR strategies | <ul style="list-style-type: none"> • Provide Brain Based Learning staff development for all Staff. |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 92 | | 92 | 92 | 92 | n/a | n/a | 92 | 92 | 92 |
| Goal 2007-2008 | 90 | | 90 | 90 | 90 | n/a | n/a | 90 | 90 | 90 |
| Actual 2007-2008 | 96 | | 83 | 96 | 95 | n/a | n/a | n/a | 87 | 88 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | n/a | n/a | 90 | 90 | 90 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | n/a | n/a | n/a | 100 | 100 |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 92 | | 92 | 92 | 92 | n/a | n/a | 92 | 92 | 92 |
| Goal 2007-2008 | 90 | | 90 | 90 | 90 | | | 90 | 90 | 90 |
| Actual 2007-2008 | 82 | | 75 | 74 | 89 | | | n/a | 67 | 75 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | | | 90 | 90 | 90 |
| Actual 2008-2009 | 97 | | 100 | 92 | 97 | | | n/a | 95 | 83 |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|----------------|-------------|
| | Reading | Math |
| Vision 2009-2010 | | |
| Goal 2007-2008 | 35 | 35 |
| Actual 2007-2008 | 34 | 19 |
| Goal 2008-2009 | 40 | 30 |
| Actual 2008-2009 | 67 | 46 |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 92 | | 92 | 92 | 92 | n/a | n/a | 92 | 92 | 92 |
| Goal 2007-2008 | 90 | | 90 | 90 | 90 | | | 90 | 90 | 90 |
| Actual 2007-2008 | 91 | | 91 | 86 | 93 | | | | 87 | 79 |
| Goal 2008-2009 | 91 | | 91 | 90 | 90 | | | 90 | 89 | 85 |
| Actual 2008-2009 | 83 | | 85 | 73 | 94 | | | | 74 | 45 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 92 | | 90 | 92 | 92 | n/a | n/a | 92 | 92 | 92 |
| Goal 2007-2008 | 90 | | 90 | 90 | 90 | | | 90 | 90 | 90 |
| Actual 2007-2008 | 94 | | 92 | 90 | 96 | | | | 90 | 100 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | | | 90 | | 90 |
| Actual 2008-2009 | 92 | | 85 | 92 | 93 | | | | 86 | 90 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 92 | | 92 | 92 | 92 | n/a | n/a | 92 | 92 | 92 |
| Goal 2007-2008 | 90 | | 90 | 90 | 90 | | | | 90 | 90 |
| Actual 2007-2008 | 90 | | 91 | 86 | 90 | | | 90 | 87 | 93 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | | | | 90 | 90 |
| Actual 2008-2009 | 83 | | 85 | 74 | 90 | | | | 74 | 64 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 35 | 35 | 40 |
| Goal 2007-2008 | 35 | 35 | 35 |
| Actual 2007-2008 | 33 | 37 | 36 |
| Goal 2008-2009 | 35 | 37 | 38 |
| Actual 2008-2009 | 27 | 15 | 29 |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 92 | | 92 | 92 | 92 | n/a | n/a | 92 | 92 | 92 |
| Goal 2007-2008 | 80 | | 80 | 80 | 80 | | | 80 | 80 | 80 |
| Actual 2007-2008 | 90 | | 92 | 84 | 89 | | | 57 | 89 | 71 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | | | 80 | 90 | 80 |
| Actual 2008-2009 | 95 | | 92 | 90 | 100 | | | n/a | 89 | 67 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 87 | | 87 | 87 | 87 | n/a | n/a | 87 | 87 | 87 |
| Goal 2007-2008 | 85 | | 85 | 85 | 85 | | | 85 | 85 | 85 |
| Actual 2007-2008 | 81 | | 82 | 72 | 84 | | | 50 | 75 | 57 |
| Goal 2008-2009 | 85 | | 80 | 85 | 85 | | | 80 | 80 | 75 |
| Actual 2008-2009 | 89 | | 77 | 85 | 96 | | | n/a | 81 | 67 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 85 | | 85 | 85 | 85 | n/a | n/a | 85 | 85 | 85 |
| Goal 2007-2008 | 80 | | 80 | 80 | 80 | | | 80 | 80 | 80 |
| Actual 2007-2008 | 76 | | 75 | 61 | 83 | | | 60 | 65 | 46 |
| Goal 2008-2009 | 80 | | 80 | 75 | 85 | | | 80 | 80 | 80 |
| Actual 2008-2009 | 82 | | 69 | 65 | 96 | | | n/a | 67 | 33 |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 35 | 40 | 40 |
| Goal 2007-2008 | 30 | 30 | 30 |
| Actual 2007-2008 | 29 | 36 | 40 |
| Goal 2008-2009 | 30 | 35 | 45 |
| Actual 2008-2009 | 29 | 35 | 40 |

DISTRICT NAME: DENTON
 CAMPUS NAME: L A NELSON EL
 CAMPUS NUMBER: 061901121
 Campus Rating: Recognized
 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 184 | 199 | 92% | 100% | 188 | 200 | 94% | | -2 | | | 191 | 199 | 96% | EX | - | - | - | - | EX |
| X African Amer | * | * | 92% | 18% | * | * | 94% | | -2 | | | * | * | 94% | EX | - | - | - | - | EX |
| X Hispanic | 49 | 58 | 84% | 29% | 57 | 65 | 88% | | -4 | | | 55 | 58 | 95% | RE | RE | EX | - | - | EX |
| X White | * | * | 98% | * | * | * | 98% | | 0 | | | * | * | 98% | EX | - | - | - | - | EX |
| X Econ Disadv | 67 | 78 | 86% | 39% | 61 | 71 | 86% | | 0 | | | 73 | 78 | 94% | RE | RE | EX | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 63 | 69 | 91% | 100% | 61 | 64 | 95% | | -4 | | | 66 | 69 | 96% | EX | - | - | - | - | EX |
| African Amer | * | * | 85% | * | * | * | 91% | | -6 | | | * | * | 92% | - | - | - | - | - | - |
| Hispanic | * | * | 92% | * | * | * | 95% | | -3 | | | * | * | 92% | - | - | - | - | - | - |
| White | * | * | 93% | * | * | * | 96% | | -3 | | | * | * | > 99% | - | - | - | - | - | - |
| Econ Disadv | 25 | 29 | 86% | 42% | * | * | 93% | | -7 | | | 26 | 29 | 90% | - | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 178 | 200 | 89% | 100% | 171 | 197 | 87% | | 2 | | | 186 | 200 | 93% | RE | RE | EX | - | - | EX |
| X African Amer | 31 | 36 | 86% | 18% | 26 | 31 | 84% | | 2 | | | 32 | 36 | 89% | RE | - | - | - | - | RE |
| X Hispanic | 48 | 59 | 81% | 30% | 53 | 65 | 82% | | -1 | | | 51 | 59 | 86% | RE | - | - | - | - | RE |
| X White | * | * | 95% | 48% | 82 | 91 | 90% | | 5 | | | * | * | 99% | EX | - | - | - | - | EX |
| X Econ Disadv | 64 | 78 | 82% | 39% | 56 | 70 | 80% | | 2 | | | 67 | 78 | 86% | RE | - | - | - | - | RE |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 53 | 65 | 82% | 100% | 49 | 66 | 74% | | 8 | | | 57 | 65 | 88% | RE | - | - | - | - | RE |
| African Amer | 9 | 13 | 69% | 20% | * | * | 80% | | -11 | | | 9 | 13 | 69% | - | - | - | - | - | - |
| Hispanic | 13 | 20 | 65% | 31% | 13 | 22 | 59% | | 6 | | | 17 | 20 | 85% | - | - | - | - | - | - |
| White | * | * | 96% | * | 25 | 31 | 81% | | 15 | | | * | * | 96% | - | - | - | - | - | - |
| Econ Disadv | 18 | 27 | 67% | 42% | 13 | 22 | 59% | | 8 | | | 22 | 27 | 81% | - | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 12 | 1 | 4 | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: L A NELSON EL Campus Rating: Recognized
 CAMPUS NUMBER: 061901121 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Newton Rayzor Elementary School

An International Baccalaureate Candidate School

Campus Improvement Plan 2009-2010

A SCHOOL WITH A GLOBAL VISION

Newton Rayzor Elementary will equip and inspire all students to become intrinsically motivated learners who demonstrate intercultural understanding and respect and who are active participants in our global society.

A SCHOOL ON A MISSION

Newton Rayzor Elementary will meet the needs of every student by:

- Creating partnerships with families, businesses, and other community entities
- Encouraging the holistic development of all children in an enriching yet rigorous educational atmosphere by providing differentiated instruction and using inquiry-based teaching methods
- Fostering open-mindedness and a respect for others
- Modeling service to others and empowering students to take action

Newton Rayzor Elementary School 2009 – 2010 Highlights

Top 15 reasons why Newton Rayzor Elementary is the place to BEE.....



15. We have an award winning school-wide recycling program
14. We offer an awesome intra-disciplinary specials program in P.E., Music, Orchestra, Art, and Spanish
13. All Kinder through 5th grade students are learning conversational Spanish
12. We strive to be a customer service-oriented staff
11. We have a variety of free afterschool enrichment programs such as Community in Schools, Choir, Rayzor Runners, and upcoming Robotics Club
10. We are proud of implementing a school-wide Inclusion program
9. Our newly expanded library is now open to students all day; books can be checked out at anytime
8. Our Cheryl Phillips Outdoor Learning Center is a nationally certified Butterfly Habitat
7. We have an awesome PTA
6. We give frequent, common assessments to all students in math and benchmark exams to 3rd-5th grade students in math and language arts to inform instruction and re-teach when necessary
5. We have a daily, 45 minute block of differentiated instruction where individual student needs are met
4. We received TEA Gold Performance Acknowledgement for: Writing, Science and comparable improvement in Reading and English Language Arts
3. We are a TEA Recognized school
2. We have caring and highly trained teachers and staff! By January 2010, all classroom teachers will be Gift and Talented certified.
1. We are an International Baccalaureate Candidate School!

As you can see, Newton Rayzor is truly the **PLACE TO BEE!**

BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS

NEWTON RAYZOR 2009-2010

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <ul style="list-style-type: none"> • <u>Wildly Important</u> • <u>Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010</u> <u>(be specific)</u> |
|---|--|--|--|--|---|--|
| <ul style="list-style-type: none"> • To increase the passing rate of all students on all TAKS tests to 90% (Exemplary) by May 2009 • To become an IB World school by May 2010 | <ul style="list-style-type: none"> • Our overall passing rate for all students is as follows: Reading – 90% Math – 89% Writing – 93% Science- 89% We missed our goal of Exemplary by 2 students in our math subgroup and by 1 student in science. We believe that if we had access to Title 1 funds to purchase materials and supplies before school started, instead of waiting until late October to order, we would have met our goals. • We met our goal of meeting the requirements to submit application B. Our authorization visit will be on October 26 & 27, 2009 | <ul style="list-style-type: none"> • Maintain ongoing support from PDC in terms of Curriculum Specialists and on-going training and staff development | <ul style="list-style-type: none"> • Yes, PDC provided a variety of resources and training to Newton Rayzor teachers and staff members. | <ul style="list-style-type: none"> • To increase the passing rate of all students on all TAKS tests to 90% (Exemplary) by May 2010 • To become an IB World authorized school by May 2010 | <ul style="list-style-type: none"> • Implement common assessment system for all k-5 students in math • All classroom teachers will receive 30 hours of staff development in Gifted and Talented instruction • Refine campus tutoring program (prime time) • Implement all items of our IB Action Plan for 2009-2010 | <ul style="list-style-type: none"> • Increase in amount of expository text titles for classroom libraries • Staff development in inquiry and assessments |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 95 | | 100 | 87 | 99 | X | X | X | 87 | 90 |
| Actual 2007-2008 | 97 | | 100 | 91 | 100 | X | X | X | 94 | 89 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 95 | | X | 88 | 100 | X | X | X | 90 | 89 |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|--------------------------------|-----------------------------------|-------------------------|------------------|---------------|-----------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 90 | | 100 | 80 | 90 | X | X | X | 80 | 70 |
| Actual 2007-2008 | 92 | | 67 | 87 | 100 | X | X | X | 85 | 89 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 86 | | X | 76 | 93 | X | X | X | 83 | 89 |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|----------------|-------------|
| | Reading | Math |
| Vision 2009-2010 | 50 | 50 |
| Goal 2007-2008 | 40 | 40 |
| Actual 2007-2008 | 55 | 44 |
| Goal 2008-2009 | 50 | 50 |
| Actual 2008-2009 | 46 | 27 |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 85 | | | 82 | 85 | X | X | X | 75 | 65 |
| Actual 2007-2008 | 91 | | 100 | 75 | 100 | X | X | X | 83 | 74 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 81 | | X | 71 | 87 | X | X | X | 74 | 71 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 85 | | | 82 | 85 | X | X | X | 75 | 92 |
| Actual 2007-2008 | 97 | | 100 | 92 | 100 | X | X | X | 94 | 89 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 93 | | X | 96 | 93 | X | X | X | 88 | 89 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 70 | | X | 55 | 87 | X | X | X | 70 | 55 |
| Actual 2007-2008 | 88 | | 100 | 75 | 95 | X | X | X | 83 | 68 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 86 | | X | 83 | 90 | X | X | X | 76 | 94 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 50 | 70 | 50 |
| Goal 2007-2008 | 30 | 25 | 30 |
| Actual 2007-2008 | 33 | 36 | 30 |
| Goal 2008-2009 | 40 | 30 | 40 |
| Actual 2008-2009 | 32 | 21 | 32 |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 72 | | 82 | 72 | 96 | X | X | X | 72 | 60 |
| Actual 2007-2008 | 96 | | X | 95 | 96 | X | X | X | 94 | 100 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 93 | | 100 | 81 | 100 | X | X | X | 84 | 67 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 75 | | 70 | 60 | 95 | X | X | X | 60 | 70 |
| Actual 2007-2008 | 90 | | X | 82 | 96 | X | X | X | 84 | 80 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 88 | | 100 | 67 | 100 | X | X | X | 88 | 78 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | X | X | X | 100 | 100 |
| Goal 2007-2008 | 70 | | 70 | 47 | 97 | X | X | X | 45 | 60 |
| Actual 2007-2008 | 93 | | X | 82 | 100 | X | X | X | 88 | 80 |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | X | X | X | 90 | 90 |
| Actual 2008-2009 | 89 | | 100 | 67 | 100 | X | X | X | 84 | 44 |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 50 | 50 | 50 |
| Goal 2007-2008 | 30 | 30 | 30 |
| Actual 2007-2008 | 56 | 58 | 56 |
| Goal 2008-2009 | 40 | 40 | 40 |
| Actual 2008-2009 | 31 | 47 | 50 |

DISTRICT NAME: DENTON
 CAMPUS NAME: NEWTON RAYZOR ELEMENTARY
 CAMPUS NUMBER: 061901107
 Campus Rating: Recognized
 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 158 | 176 | 90% | 100% | 171 | 179 | 96% | | -6 | | | 168 | 176 | 95% | | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Hispanic | 56 | 70 | 80% | 40% | 57 | 65 | 88% | | -8 | | | 63 | 70 | 90% | | RE | RE | EX | - | EX |
| X White | * | * | 96% | 53% | * | * | > 99% | | * | | | * | * | 99% | | EX | - | - | - | EX |
| X Econ Disadv | 73 | 89 | 82% | 51% | 86 | 93 | 92% | | -10 | | | 81 | 89 | 91% | | RE | RE | EX | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 93% | 100% | * | * | 98% | | -5 | | | * | * | > 99% | | EX | - | - | - | EX |
| African Amer | * | * | * | * | * | * | > 99% | | * | | | * | * | * | | - | - | - | - | - |
| Hispanic | * | * | 96% | * | * | * | 96% | | 0 | | | * | * | > 99% | | - | - | - | - | - |
| White | * | * | 93% | * | * | * | > 99% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Econ Disadv | * | * | 88% | 57% | * | * | 97% | | -9 | | | * | * | > 99% | | RE | RE | EX | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 156 | 175 | 89% | 100% | 163 | 179 | 91% | | -2 | | | 164 | 175 | 94% | | RE | RE | EX | - | EX |
| African Amer | * | * | 90% | * | * | * | 80% | | 10 | | | * | * | > 99% | | - | - | - | - | - |
| X Hispanic | 57 | 70 | 81% | 40% | 55 | 66 | 83% | | -2 | | | 61 | 70 | 87% | | RE | - | - | - | RE |
| X White | * | * | 95% | 53% | 95 | 98 | 97% | | -2 | | | * | * | 98% | | EX | - | - | - | EX |
| X Econ Disadv | 75 | 89 | 84% | 51% | 80 | 93 | 86% | | -2 | | | 80 | 89 | 90% | | RE | RE | EX | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 55 | 62 | 89% | 100% | 50 | 54 | 93% | | -4 | | | 55 | 62 | 89% | | RE | - | - | - | RE |
| African Amer | * | * | > 99% | * | * | * | * | | * | | | * | * | > 99% | | - | - | - | - | - |
| Hispanic | 14 | 21 | 67% | 34% | 18 | 22 | 82% | | -15 | | | 14 | 21 | 67% | | - | - | - | - | - |
| X White | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | | EX | - | - | - | EX |
| Econ Disadv | 21 | 25 | 84% | 40% | 28 | 32 | 88% | | -4 | | | 21 | 25 | 84% | | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 12 | 1 | 2 | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: NEWTON RAYZOR ELEMENTARY Campus Rating: Recognized
 CAMPUS NUMBER: 061901107 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

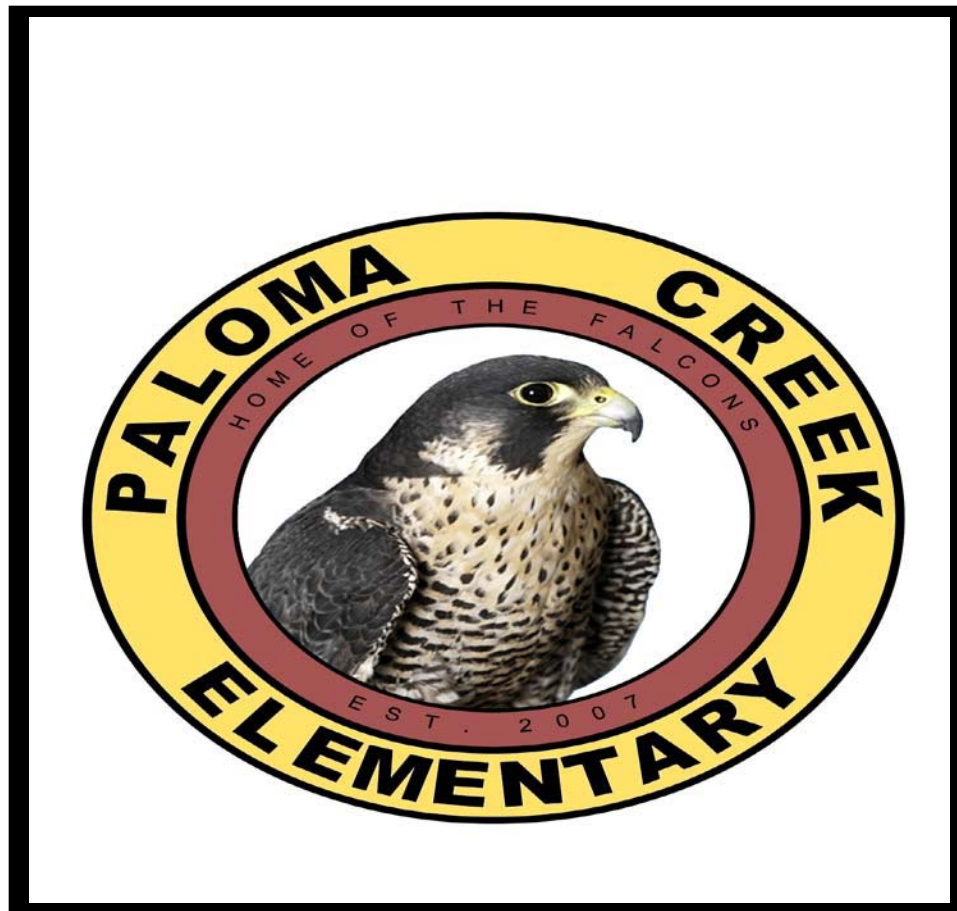
Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

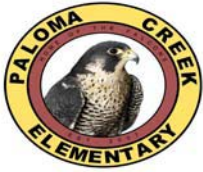
ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Paloma Creek Elementary
Campus Improvement Plan
Denton ISD 2009-2010





Paloma Creek Elementary

Brag Points CIP Presentations

- Recognized Campus two years
- Falcon Time — PLC methods for remediation and enrichment
- Rock and Roll Math, supplemental instruction to Envision
- Top Art awards in district
- Choir awards UIL
- Top Science Fair awards
- Inclusion campus
- Thinking maps trained
- Working to have ALL campus GT and ESL certified
- PPCD PreKinder and Pre Kinder classes
- Life Skills classes
- Differentiated instruction (all teachers teach all students in a grade)
- Counselor—Guidance lessons and praises for students. (Counseling)

- Social projects during the holidays
- Math interventionist
- Read 180

- Study Island
- Cinco de Mayo Folklorico Dancers
- Texas Chili Cookoff
- Daddy/Daughter Dance
- Mother/Son Basketball game
- Science Fair
- Gardening, chess, Spanish instruction,
- Student led broadcast of student announcements
- Luncheon for parents to meet and talk with principals.
- Falcon Breakout Day
- 5th Grade Track meet
- Christmas Tree Lighting event

- All School Holiday Sing Along
- Paloma Creek Idol Talent Show
- Career Day
- 1st grade *Mardi Gras* Mask Parade

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
PALOMA CREEK ELEMENTARY

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|---|--|---|--|---|
| <ul style="list-style-type: none"> • Exemplary Campus Rating • Continue to create a sense of community • Successfully set school systems into place. • Implement a school-wide Professional Learning Community. | <p>Exemplary Rating Paloma Creek was able to achieve the rating of Recognized during our first and second years of operation. This past year (08-09) Fifth grade reading was at 95% passing in the TAKS and at 95% in Math. Science did not count because subgroups did not have 30 students but we had a 93% passing in the All Students category. Third grade also had a 95% passing in Reading and 92% passing in math. Fourth grade scored 83% in reading, and</p> | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | <p>WIG 1 - Student achievement passing rate for all students is expected at 90% (Exemplary) in Reading, Writing, Mathematics, and Science by May 2010.</p> | <ul style="list-style-type: none"> • Staff Development • Alignment of instructional focus. • Focus on added Science instruction using the Science Lab. • Focus added Lang. Arts instruction using PLC methods. • Implement Rock & Roll Math supplemental program with follow ups from the program developers. | <ul style="list-style-type: none"> • Funding for staff development. • Funding for TAKS materials to use for Science, Language Arts and Math instruction. • Funding for Staff Development using PLC methods. • Funding for books, copies. • Additional staff to cover for classes while teacher meet for vertical planning. |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|--|---------------------------------------|--|--|--|--|
| | <p>92% in writing, but the low math scores in math (75%) were what kept our school from being exemplary. We will improve our scores in math by increasing the vertical teaming and planning in all grades in the area of math. We will implement Rock and Roll Math, a supplemental program to Envision Math adoption. We will be more consistent in following the math scope and sequence at a deeper level as evident through tracking the six-week benchmark scores. We will work closely with Karen Spalding, math coordinator</p> | | | <p>WIG 2 – The students will achieve a 90% passing rate on the district 6-week benchmarks through the implementation of interventions supported by the campus’ PLC framework.</p> | <ul style="list-style-type: none"> • Staff Development using PLC methods. • Ensuring students learn using common assessment • Focus on establishing a culture of collaboration among teachers. • Implementing vertical planning once every six week period. • Use of math interventionist. • Use of READ 180 for struggling students. • Incorporate Falcon Time during the day for interventions or enrichment. | <ul style="list-style-type: none"> • Funds for staff development, materials for parent meetings and materials for interventions and acceleration. • Full time Math Interventionist position. • Access to CCAT for development of retesting materials. |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---------------------------------------|--|---|---|---|
| | <ul style="list-style-type: none"> All other goals were also accomplished | | | <p>WIG 3 – Increase the number of primary students to a higher score “on-level” as identified by the end of the year ELI Scores.</p> | <ul style="list-style-type: none"> Staff Development to train teachers how to assess ELI results to drive instruction. Parent meetings to explain ELI and provide home activities. Provide materials for intervention/Acceleration | |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|---------------------------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | 100% | 90% | 90% |
| Actual 2007-2008 | 87% | NA | 67% | 82% | 100% | NA | NA | NA | 77% | 67% |
| Goal 2008-2009 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Actual 2008-2009 | 95% | NA | 100% | 83% | 97% | NA | NA | NA | 96% | 67% |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|-------------------------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | NA | 90% | NA |
| Actual 2007-2008 | 88% | NA | 90% | 67% | 93% | NA | NA | NA | 90% | NA |
| Goal 2008-2009 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Actual 2008-2009 | 92% | NA | 94% | 87% | 92% | NA | NA | NA | 95% | 60% |

| Grade 3 TAKS -Percent Commended Performance | | |
|---|---------|------|
| | Reading | Math |
| Vision 2009-2010 | 60% | 60% |
| Goal 2007-2008 | 40% | 40% |
| Actual 2007-2008 | 42% | 23% |
| Goal 2008-2009 | 60% | 60% |
| Actual 2008-2009 | 57% | 43% |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Actual 2007-2008 | 87% | NA | 67% | 82% | 100% | NA | NA | NA | 77% | 67% |
| Goal 2008-2009 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Actual 2008-2009 | 83% | NA | 77% | 77% | 88% | NA | NA | NA | 82% | NA |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 95% | NA | 95% | 95% | 95% | NA | NA | NA | 95% | 95% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | NA | 90% | 90% |
| Actual 2007-2008 | 84% | NA | 92% | 73% | 86% | NA | NA | NA | 62% | 50% |
| Goal 2008-2009 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Actual 2008-2009 | 92% | NA | 100% | 92% | 89% | NA | NA | NA | 94% | NA |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | NA | 90% | 90% |
| Actual 2007-2008 | 70% | NA | 50% | 55% | 87% | NA | NA | NA | 31% | 34% |
| Goal 2008-2009 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Actual 2008-2009 | 75% | NA | 69% | 38% | 86% | NA | NA | NA | 65% | NA |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 60% | 50% | 50% |
| Goal 2007-2008 | 40% | 40% | 40% |
| Actual 2007-2008 | 17% | 34% | 11% |
| Goal 2008-2009 | 60% | 50% | 50% |
| Actual 2008-2009 | 28% | 30% | 24% |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | NA | 90% | NA |
| Actual 2007-2008 | 100% | NA | 100% | 100% | 100% | NA | NA | NA | 100% | NA |
| Goal 2008-2009 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Actual 2008-2009 | 95% | NA | 100% | 89% | 94% | NA | NA | NA | 94% | NA |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95% | NA | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | NA | 90% | NA |
| Actual 2007-2008 | 100% | NA | 100% | 100% | 100% | NA | NA | NA | 100% | NA |
| Goal 2008-2009 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Actual 2008-2009 | 95% | NA | 93% | 89% | 97% | NA | NA | NA | 88% | NA |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 95% | NA | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Goal 2007-2008 | 90% | NA | 90% | 90% | 90% | NA | NA | NA | 90% | NA |
| Actual 2007-2008 | 88% | NA | 75% | 75% | 100% | NA | NA | NA | 87% | NA |
| Goal 2008-2009 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Actual 2008-2009 | 93% | NA | 86% | 89% | 97% | NA | NA | NA | 88% | NA |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 60% | 60% | 60% |
| Goal 2007-2008 | 40% | 40% | 40% |
| Actual 2007-2008 | 44% | 35% | 33% |
| Goal 2008-2009 | 60% | 60% | 60% |
| Actual 2008-2009 | 44% | 47% | 47% |

DISTRICT NAME: DENTON
CAMPUS NAME: PALOMA CREEK EL
CAMPUS NUMBER: 061901120
Campus Rating: Recognized
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 185 | 204 | 91% | 100% | 150 | 156 | 96% | | -5 | | | 195 | 204 | 96% | EX | - | - | - | - | EX |
| X African Amer | * | * | 93% | 22% | 30 | 34 | 88% | | 5 | | | * | * | 98% | EX | - | - | - | - | EX |
| X Hispanic | 33 | 40 | 83% | 20% | * | * | 94% | | -11 | | | 36 | 40 | 90% | RE | RE | EX | - | - | EX |
| X White | 106 | 114 | 93% | 56% | * | * | > 99% | | * | | | 110 | 114 | 96% | EX | - | - | - | - | EX |
| X Econ Disadv | 52 | 57 | 91% | 28% | 34 | 37 | 92% | | -1 | | | 53 | 57 | 93% | EX | - | - | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 92% | 100% | 37 | 44 | 84% | | 8 | | | * | * | 97% | EX | - | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | 92% | | * | | | * | * | > 99% | - | - | - | - | - | - |
| Hispanic | * | * | 92% | * | 8 | 11 | 73% | | 19 | | | * | * | > 99% | - | - | - | - | - | - |
| X White | * | * | 89% | 61% | 18 | 21 | 86% | | 3 | | | * | * | 95% | RE | RE | EX | - | - | EX |
| Econ Disadv | * | * | 94% | * | 8 | 13 | 62% | | 32 | | | * | * | 94% | - | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 175 | 202 | 87% | 100% | 136 | 159 | 86% | | 1 | | | 193 | 202 | 96% | RE | RE | EX | - | - | EX |
| X African Amer | * | * | 87% | 22% | 27 | 34 | 79% | | 8 | | | * | * | 98% | RE | RE | EX | - | - | EX |
| X Hispanic | 26 | 37 | 70% | 18% | 24 | 34 | 71% | Yes | -1 | 2 | No | 33 | 37 | 89% | AA | AA | RE | - | - | RE |
| X White | 105 | 115 | 91% | 57% | 84 | 90 | 93% | | -2 | | | 111 | 115 | 97% | EX | - | - | - | - | EX |
| X Econ Disadv | 46 | 55 | 84% | 27% | 27 | 38 | 71% | | 13 | | | 50 | 55 | 91% | RE | RE | EX | - | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 55 | 59 | 93% | 100% | 43 | 49 | 88% | | 5 | | | 55 | 59 | 93% | EX | - | - | - | - | EX |
| African Amer | * | * | 86% | * | 9 | 12 | 75% | | 11 | | | * | * | 86% | - | - | - | - | - | - |
| Hispanic | * | * | 89% | * | 9 | 12 | 75% | | 14 | | | * | * | 89% | - | - | - | - | - | - |
| X White | * | * | 97% | * | * | * | > 99% | | * | | | * | * | 97% | EX | - | - | - | - | EX |
| Econ Disadv | * | * | 88% | * | * | * | 87% | | 1 | | | * | * | 88% | - | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 14 | 1 | 1 | No | N/A | No |

DISTRICT NAME: DENTON
 CAMPUS NAME: PALOMA CREEK EL Campus Rating: Recognized
 CAMPUS NUMBER: 061901120 Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Pecan Creek Elementary

2009-2010



PECAN CREEK

Pecan Creek Elementary School



Pecan Creek Positives

- Dedicated, dynamic, devoted, highly skilled staff of professionals
- Daily Prime Time (thirty minutes of targeted enrichment, extension, or remediation instruction for every student)
- Professional Learning Community school (three years)
- Inclusion campus (three years)
- Campus uses Best Practices including Thinking Maps, Brain Based, Differentiated Instruction, common Academic Vocabulary
- Staff development included nationally known author Cassie Erkens for PLC training, and author Brad Cohen
- Bear Tones Choir, a group of seventy-five fourth and fifth grade students
- Fifth Grade Service Learning Club
- Fifth Grade track meet
- Active PTA
- Parent volunteers accrued 2,906 hours
- Annual Hot Dog Supper
- Fun Science Night
- Every child eats lunch with the counselor during the year
- A CARE Bears Mentors program
- “Jack”, the therapy dog, became a part of our school
- School wide Character Traits program
- Outdoor Learning Center
- Gold Acknowledgements in Reading and Science
- Teachers winners of Denton Public Foundation Grants

PECAN CREEK

Pecan Creek Elementary School



Pecan Creek Positives

- Dedicated, dynamic, devoted, highly skilled staff of professionals
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- Outdoor Learning Center
- Gold Acknowledgements in Reading and Science
- Teachers winners of Denton Public Foundation Grants

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-10
PECAN CREEK ELEMENTARY SCHOOL

| <u>Important Goals From 2008-09</u> | <u>Did you reach the goals listed in 2008-09?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-09</u> | <u>Were the Needs Met for 2008-09?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-10</u> | <u>Needs Identified For 2009-10 (be specific)</u> |
|--|---|---|---|---|--|---|
| <ul style="list-style-type: none"> Increase math scores in all of the subgroups to 90%. | <ul style="list-style-type: none"> Yes we did!! | <ul style="list-style-type: none"> To provide extra support for our 5th grade bilingual students taking the Spanish Science test, we are requesting extra support thru summer school, Saturday school, and transportation. Teacher training for Spanish Science vocabulary is | <ul style="list-style-type: none"> No. There were no additional EL days granted to the campus. It was a budgeting issue. | <ul style="list-style-type: none"> Increase math scores in all of the subgroups to 96%. Increase science scores in all of the subgroups to 93%. | <ul style="list-style-type: none"> Leads include specialist intervention, Prime Time, Thinking Maps, PLC common formative assessments, training, materials and campus wide focus. Leads include school wide science vocabulary words, Prime Time, and campus wide focus. | <ul style="list-style-type: none"> In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus. Increasing our educational leave days will enable us to ensure better training for all |

| <u>Important Goals From 2008-09</u> | <u>Did you reach the goals listed in 2008-09? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-09</u> | <u>Were the Needs Met for 2008-09? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-10</u> | <u>Needs Identified For 2009-10 (be specific)</u> |
|--|---|---|---|---|---|--|
| <ul style="list-style-type: none"> • Increase science scores in all of the subgroups to 93%. • Increase the percent of students in K-2 achieving progressing and proficient level on the end of the year ELI to 90%. | <ul style="list-style-type: none"> • Yes we did!! • Yes we did!! | <p>needed for teachers to develop fluency.</p> <ul style="list-style-type: none"> • Expand Saturday school to include instruction for sub-groups in the areas of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should provide | <ul style="list-style-type: none"> • No. This goal was set by the elementary as a whole to show support for all students in our district. It does not apply directly to Pecan Creek. | <ul style="list-style-type: none"> • Increase the percent of students in K-2 achieving progressing and proficient level on the end of the year ELI to 90%. | <ul style="list-style-type: none"> • Leads include training teacher how to use the beginning and midyear ELI results to drive instruction. Prime Time provides small group intervention (plus enrichment for the students who are progressing and proficient). • All WIGS will be enhanced by the campus becoming a Professional Learning Community | <p>teachers for programs like inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> <ul style="list-style-type: none"> • A Full time math Interventionist is requested. We have seen gains from a half time MI, and still see math as an area of need. |

| <u>Important Goals From 2008-09</u> | <u>Did you reach the goals listed in 2008-09? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-09</u> | <u>Were the Needs Met for 2008-09? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-10</u> | <u>Needs Identified For 2009-10 (be specific)</u> |
|-------------------------------------|---|-------------------------------------|---|---|--|---|
| | | transportation. | <ul style="list-style-type: none"> No. This request was presented by the elementary schools as a whole to show support of the needs of all of our students in the district. It does not apply directly to Pecan Creek. | | | |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 95% | | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 99% | | 100% | 100% | 99% | NA | NA | 100% | 93% | NA |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 98% | | 92% | 100% | 98% | NA | NA | 100% | 95% | 100% |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 96% | | 96% | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 95% | | 86% | 83% | 96% | NA | NA | 70% | 71% | NA |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 95% | | 92% | 87% | 98% | NA | NA | 83% | 86% | 90% |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 70% | 65% |
| Goal 2007-2008 | 40% | 40% |
| Actual 2007-2008 | 69% | 43% |
| Goal 2008-2009 | 50% | 45% |
| Actual 2008-2009 | 66% | 61% |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95% | | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 92% | | 72% | 88% | 95% | NA | NA | 75% | 88% | 86% |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 97% | | 100% | 90% | 97% | NA | NA | 100% | 94% | 86% |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95% | | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 89% | | 63% | 80% | 94% | NA | NA | 57% | 78% | 75% |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 97% | | 100% | 82% | 99% | NA | NA | 80% | 88% | 71% |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 96% | | 96% | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 96% | | 88% | 100% | 98% | NA | NA | 100% | 94% | 100% |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 96% | | 100% | 90% | 96% | NA | NA | 80% | 94% | 100% |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 45% | 45% | 60% |
| Goal 2007-2008 | 40% | 40% | 40% |
| Actual 2007-2008 | 31% | 29% | 36% |
| Goal 2008-2009 | 40% | 40% | 40% |
| Actual 2008-2009 | 41% | 31% | 56% |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 95% | | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 96% | | 100% | 78% | 100% | NA | 100% | 50% | 87% | 71% |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 97% | | 100% | 100% | 95% | NA | NA | 80% | 95% | 100% |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 96% | | 96% | 96% | 96% | 96% | 96% | 96% | 96% | 96% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 94% | | 89% | 78% | 94% | NA | 100% | 50% | 83% | 78% |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 97% | | 89% | 100% | 97% | NA | NA | 82% | 100% | 100% |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95% | | 95% | 93% | 95% | 95% | 95% | 95% | 93% | 95% |
| Goal 2007-2008 | 93% | | 93% | 93% | 93% | 93% | 93% | 93% | 93% | 93% |
| Actual 2007-2008 | 90% | | 89% | 63% | 98% | NA | 83% | 75% | 74% | 50% |
| Goal 2008-2009 | 90% | | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Actual 2008-2009 | 94% | | 75% | 83% | 98% | NA | NA | 100% | 91% | 80% |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 55% | 65% | 55% |
| Goal 2007-2008 | 40% | 40% | 40% |
| Actual 2007-2008 | 38% | 42% | 54% |
| Goal 2008-2009 | 45% | 45% | 45% |
| Actual 2008-2009 | 51% | 63% | 52% |

DISTRICT NAME: DENTON
 CAMPUS NAME: PECAN CREEK ELEMENTARY
 CAMPUS NUMBER: 061901116
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | 100% | 283 | 295 | 96% | | 2 | | | * | * | 99% | EX | - | - | - | - | EX |
| African Amer | * | * | 96% | * | * | * | 92% | | 4 | | | * | * | 96% | - | - | - | - | - | - |
| X Hispanic | * | * | 97% | * | 27 | 32 | 84% | | 13 | | | * | * | > 99% | EX | - | - | - | - | EX |
| X White | * | * | 98% | 70% | 219 | 223 | 98% | | 0 | | | * | * | 99% | EX | - | - | - | - | EX |
| X Econ Disadv | * | * | 96% | * | 48 | 54 | 89% | | 7 | | | * | * | 98% | EX | - | - | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 96% | 100% | 75 | 84 | 89% | | 7 | | | * | * | 99% | EX | - | - | - | - | EX |
| African Amer | * | * | * | * | 5 | 8 | 63% | | * | | | * | * | * | - | - | - | - | - | - |
| Hispanic | * | * | 82% | * | * | * | 80% | | 2 | | | * | * | 91% | - | - | - | - | - | - |
| X White | * | * | 98% | * | 59 | 63 | 94% | | 4 | | | * | * | > 99% | EX | - | - | - | - | EX |
| Econ Disadv | * | * | 88% | * | 14 | 18 | 78% | | 10 | | | * | * | 94% | - | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | 100% | 277 | 292 | 95% | | 3 | | | * | * | > 99% | EX | - | - | - | - | EX |
| African Amer | * | * | 96% | * | 21 | 24 | 88% | | 8 | | | * | * | > 99% | - | - | - | - | - | - |
| X Hispanic | * | * | 94% | * | 28 | 33 | 85% | | 9 | | | * | * | > 99% | EX | - | - | - | - | EX |
| X White | * | * | 99% | * | 213 | 219 | 97% | | 2 | | | * | * | 99% | EX | - | - | - | - | EX |
| X Econ Disadv | * | * | 93% | 22% | 46 | 55 | 84% | | 9 | | | * | * | > 99% | EX | - | - | - | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 79 | 84 | 94% | 100% | 88 | 98 | 90% | | 4 | | | 80 | 84 | 95% | EX | - | - | - | - | EX |
| African Amer | * | * | 75% | * | * | * | 89% | | -14 | | | * | * | 75% | - | - | - | - | - | - |
| Hispanic | * | * | 83% | * | 12 | 19 | 63% | | 20 | | | * | * | 83% | - | - | - | - | - | - |
| X White | * | * | 98% | * | * | * | 98% | | 0 | | | * | * | > 99% | EX | - | - | - | - | EX |
| Econ Disadv | * | * | 91% | * | 17 | 23 | 74% | | 17 | | | * | * | 91% | - | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 12 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: PECAN CREEK ELEMENTARY Campus Rating: Exemplary
 CAMPUS NUMBER: 061901116 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Providence Elementary

Proud Patriots...A Recognized Campus!



2009 – 2010 Campus Improvement Plan

PROVIDENCE

Providence Elementary School



REASONS WHY IT'S GREAT TO BE A PROVIDENCE PATRIOT!

ACCOMPLISHMENTS:

- Exemplary Campus 2007 & 2009
- Recognized Campus 2006 & 2008
- Gold Performance Acknowledgements
 - Commended Performance: Writing, Math and Science

PROGRAMS:

➤ SCHOOL

- Professional Learning Community – 3 years
 - Staff development with a nationally known speaker Cassie Erkens
- TEAM Time- Enrichment and Instructional Support for every student
- Best Practices utilized in instruction – Thinking Maps, Brain Based Strategies, Common Academic Vocabulary, Differentiated Instruction
- Responsive Classroom Social Skills Community
- Inclusion Campus – Co-teaching between Special Educators and Regular Educators
- Staff Development- Motivational Speaker Brad Cohen
- 4th and 5th Grade Clubs-PE, Music, Art and Drama
- Annual Hot Dog Social
- Fun Family Science Night
- Counselor eats lunch with every child during the year
- Patriot News Team present Daily Morning Announcements [5th Grade]

➤ CAMPUS COMMUNITY

- Destination Imagination Teams - Parent/Student Group
- WATCH DOG DADS- Dad volunteer Program
- Active Parent Volunteers – 7,285 hours accrued

- PTA- Pancake Supper & Auction, Patriot Fair, Book Fair, Teacher Appreciation
- Fifth Grade Track Meet
- Honor Choir- Jazz Fest, Selywn Fall Festival and nursing home caroling
- Orchestra -Sandy Lake Competitions: 1st and 2nd Divisions

GRANTS:

- Memorial Butterfly Garden- for counseling and quiet reading
- Hats off to Reading-encourages students to read for fun and meaning
- Author Carolyn Meyer of White Lilacs - spoke to the students about the African American history of Denton.
- Guys Read – library books to encourage boys to read

BOARD SUMMARY CAMPUS IMPROVEMENT PLANS 2009-2010

*Providence Elementary
An Exemplary Campus*

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|---|--|--|--|--|
| <p>Increase the percent of K – 2 students who score “progressing” or “on-level” on the end of the year ELI from 93 % to 95 % by May 2009</p> | <p>Yes, we met this goal.</p> | <p>In an effort to advance campus goals and master district initiatives, we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment per campus.</p> | <p>No, this was never addressed.</p> | <p>Decrease the number of students scoring "at risk" on the end of the year ELI from 8.2% to 7.0% by May 2010.</p> | <p>We will address our level of “at risk” students by improving their writing skills. We will connect their phonological awareness skills with strong writing opportunities in Grades K – 2.</p> | <p>In an effort to advance the campus goals of improving instruction and student achievement we would like to request an increase of Campus Educational Leave days from 5% to 10% of our enrollment.</p> |
| <p>Increase the math passing rate of all the African American students from 83.3% to 94 % and the SES students from 82.4% to 94% by May 2009 as well as reach a passing rate of above 94% in math for all other subgroups for the 2009 TAKS.</p> | <p>Yes, we met this goal.</p> | <p>Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> | <p>No, this was a need for the bilingual schools. It continues to be a need.</p> | <p>Increase the passing rate on the Math TAKS for all Hispanic students from 90.7% to 95% and the Economically Disadvantaged students from 93.0% to 95% by May 2010.</p> | <p>We will also utilize “Thinking Maps” to help guide students’ writing skills.</p> <p>We will utilize “Academic Vocabulary” strategies to increase understanding of the math vocabulary. We will continue to use student data to make instructional</p> | <p>Increasing our educational leave days will enable us to ensure better training for all teachers for programs like Inclusion, writing, math and Professional Learning Communities. Ultimately, these will enhance the learning for all students.</p> |
| <p>Increase the science passing rate of the All-Student group from 84.9% to 90% and the other subgroup rates</p> | <p>Yes, we met this goal.</p> | <p>To provide extra support for our 5th grade bilingual students taking the Spanish Science test, we are requesting extra support thru</p> | <p>No, this was a need for the bilingual schools. It continues to be a need.</p> | <p>Increase the passing rate on the Math TAKS for all Hispanic students from 90.7% to 95% and the Economically Disadvantaged students from 93.0% to 95% by May 2010.</p> | <p>We will continue to use student data to make instructional</p> | <p>The addition of the ½ time Math Interventionist during the 2008 – 2009 school</p> |

Summary – Campus Improvement Plans

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>from the mid-80's to 90 % by May 2009.</p> | | <p>summer school, Saturday school, and transportation. Teacher training for Spanish Science vocabulary is needed for teachers to develop fluency.</p> <p>Expand Saturday school to include instruction for sub groups in the area of science. Focus would be to increase science and academic vocabulary used on the Science TAKS test. For increased student participation and benefit, the district should provide transportation.</p> | <p>No. This was a need for the bilingual schools. It continues to be a need.</p> | <p>Increase the reading passing rate of all TAKS-A and TAKS-M students from 89.5% to 94% and increase the math passing rate of all TAKS-A and TAKS-M students from 72.7% to 91% by May 2010.</p> | <p>decisions for Essential Outcomes.</p> <p>We will utilize Target the Question and The Problem of the Day to support math problem solving skills.</p> <p>We will implement Differentiated Instruction strategies in our classrooms to support all learners.</p> <p>We will continue to implement the inclusive model of instruction as our continuum of services for learners.</p> <p>All Wigs will be supported by the following Leads:</p> <p>Hold Professional Learning Community [PLC] team meetings twice a month to analyze data, identify essential teaching targets, and create common assessments.</p> <p>Utilize "TEAM" time to enrich or reinforce math and/or language concepts with students</p> | <p>year has proven to be very beneficial to our campus; however, her time is very limited in the number of students and teachers that she is able to reach in that short time period. We would like to see this position made into a full-time position for the 2010-2011 school year.</p> |
|---|--|--|--|--|--|--|

**PROVIDENCE
PERFORMANCE OBJECTIVES
2009-2010**

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 98 | 98 | 98 | | | 98 | 98 | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 99 | | 91.7 | 100 | 100 | | | 63 | 95.5 | |
| Goal 2008-2009 | 97 | | 97 | 97 | 97 | | | 97 | 97 | |
| Actual 2008-2009 | 98 | | 100 | 85 | 100 | | | 100 | 88 | |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 98 | 98 | 97 | | | 98 | 98 | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 93.9 | | 81.8 | 92.9 | 95.7 | | | 63 | 81 | |
| Goal 2008-2009 | 97 | | 97 | 97 | 97 | | | 97 | 97 | |
| Actual 2008-2009 | 93 | | 90 | 69 | 97 | | | 89 | 88 | |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 60 | 55 |
| Goal 2007-2008 | 58 | 52 |
| Actual 2007-2008 | 43 | 39 |
| Goal 2008-2009 | 50 | 50 |
| Actual 2008-2009 | 57 | 46 |

**PROVIDENCE
PERFORMANCE OBJECTIVES
2009-2010**

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 98 | 98 | 98 | | | 98 | 98 | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 97.7 | | 100 | 100 | 96.6 | | | 67 | 100 | |
| Goal 2008-2009 | 98 | | 98 | 98 | 98 | | | 95 | 98 | |
| Actual 2008-2009 | 96 | | 100 | 100 | 96 | | | 70 | 96 | |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 98 | 98 | 98 | | | 98 | 98 | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 98.8 | | 100 | 100 | 98.3 | | | 88 | 95 | |
| Goal 2008-2009 | 97 | | 97 | 97 | 97 | | | 97 | 97 | |
| Actual 2008-2009 | 96 | | 100 | 94 | 95 | | | 89 | 93 | |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | | | | | | | | | | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 97.7 | | 100 | 100 | 100 | | | 70 | 100 | |
| Goal 2008-2009 | 97 | | 97 | 97 | 97 | | | 97 | 97 | |
| Actual 2008-2009 | 96 | | 100 | 100 | 96 | | | 50 | 96 | |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 55 | 55 | 65 |
| Goal 2007-2008 | 48 | 42 | 53 |
| Actual 2007-2008 | 45 | 43 | 58 |
| Goal 2008-2009 | 50 | 50 | 60 |
| Actual 2008-2009 | 22 | 29 | 50 |

**PROVIDENCE
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 98 | 98 | 98 | | | 98 | 98 | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 98.7 | | 98.7 | 92.3 | 100 | | | 75 | 100 | |
| Goal 2008-2009 | 97 | | 97 | 97 | 97 | | | 97 | 97 | |
| Actual 2008-2009 | 99 | | 100 | 100 | 98 | | | 67 | 93 | |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | | | | | | | | | | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 96.1 | | 90 | 100 | 96.3 | | | 90 | 92.3 | |
| Goal 2008-2009 | 97 | | 97 | 97 | 97 | | | 97 | 97 | |
| Actual 2008-2009 | 98 | | 100 | 100 | 97 | | | 100 | 100 | |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 98 | | 98 | 98 | 98 | | | 98 | 98 | |
| Goal 2007-2008 | 95 | | 95 | 95 | 95 | | | 95 | 95 | |
| Actual 2007-2008 | 84 | | 62.5 | 100 | 82.8 | | | 100 | 69.2 | |
| Goal 2008-2009 | 97 | | 97 | 97 | 97 | | | 97 | 97 | |
| Actual 2008-2009 | 98 | | 100 | 92 | 98 | | | 70 | 93 | |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 50 | 55 | 55 |
| Goal 2007-2008 | 38 | 45 | 42 |
| Actual 2007-2008 | 34 | 28.6 | 36 |
| Goal 2008-2009 | 45 | 50 | 45 |
| Actual 2008-2009 | 42 | 76 | 54 |

DISTRICT NAME: DENTON
CAMPUS NAME: PROVIDENCE EL
CAMPUS NUMBER: 061901117
Campus Rating: Exemplary
Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|----------------------|---------|----|---------|----------------------|---------------|---------------|-------------------|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 309 | 316 | 98% | 100% | 260 | 264 | 98% | | 0 | | | 312 | 316 | 99% | EX | - | - | - | EX |
| X African Amer | * | * | > 99% | * | * | * | 97% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| X Hispanic | * | * | 95% | * | * | * | 97% | | -2 | | | * | * | 98% | EX | - | - | - | EX |
| X White | * | * | 98% | 72% | * | * | 99% | | -1 | | | * | * | 99% | EX | - | - | - | EX |
| X Econ Disadv | * | * | 93% | 18% | * | * | 98% | | -5 | | | * | * | 96% | EX | - | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 96% | 100% | * | * | 99% | | -3 | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | 94% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 95% | 69% | * | * | 98% | | -3 | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 93% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 301 | 314 | 96% | 100% | 252 | 263 | 96% | | 0 | | | 308 | 314 | 98% | EX | - | - | - | EX |
| X African Amer | * | * | 97% | * | 27 | 30 | 90% | | 7 | | | * | * | > 99% | EX | - | - | - | EX |
| X Hispanic | * | * | 91% | 14% | * | * | 97% | | -6 | | | * | * | 98% | EX | - | - | - | EX |
| X White | 220 | 226 | 97% | 72% | 176 | 183 | 96% | | 1 | | | 223 | 226 | 99% | EX | - | - | - | EX |
| X Econ Disadv | * | * | 95% | 18% | 46 | 51 | 90% | | 5 | | | * | * | 96% | EX | - | - | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | * | 68 | 81 | 84% | | 14 | | | * | * | 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | 5 | 8 | 63% | | * | | | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | 92% | * | * | * | > 99% | | * | | | * | * | 92% | - | - | - | - | - |
| X White | * | * | 98% | * | 48 | 58 | 83% | | 15 | | | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 93% | * | 9 | 13 | 69% | | 24 | | | * | * | 93% | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 14 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: PROVIDENCE EL
 CAMPUS NUMBER: 061901117
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Tomás Rivera Elementary

“Where Every Child is A Star”

Campus Improvement Plan 2009-2010



Mission Statement

Our mission is to do whatever is necessary to help our students achieve academic excellence. We will strive to create a nurturing, child-centered environment where children will become life-long learners. We will create a partnership between school, family, and our community to successfully achieve our mission.

Rivera Elementary

Rivera Elementary is the shiny star in South Central Denton.

Rivera receives Title One funds for its 80% free and reduced students. Our monies allow us to provide a full time Math specialist, two STAR (reading intervention teachers), two Reading Recovery teacher, and a Descrubiendo La Lectura teacher. We currently have two licensed school counselors, and partner with the University of North Texas to provide Play therapy for our students.

We have a newly constructed Science Lab, a new Library, a new fifth grade wing, and three new Kindergarten classrooms. Construction will begin in November for our new canopy that will allow our arrivals and departures to go smoothly and a lot more drier.

Our campus is home to mentors from FEMA, our County Courthouse, and many businesses around our city. Our Parent Education classes have 35 families that attend our Parent Education classes regularly for topics such as, helping students with homework, setting boundaries, discipline through and love and logic.

Academics

Writing scores on the 07/08 and 08/09 have been Exemplary and our Hispanic group scored 97% on their Writing TAKS test consecutively for those 2 years.

Reading has been Recognized since the 2006 school year with scores 75% or greater.

Math has been Recognized with scores 80% or greater for the last 2 years.

Rivera students featured in "Achieving Literacy Success with English Language Learners: Insights-Assessment-Instruction. Edited by Cynthia Rodriguez-Eagle

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2008-2009
TOMÁS RIVERA ELEMENTARY SCHOOL

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|---|--|--|---|---|
| <ul style="list-style-type: none"> • Wig #1 Increase student achievement in all groups in Science from Acceptable to Exemplary by May 2009. • Wig #2 Increase student achievement in Math from Acceptable to Exemplary by May 2009. • Wig #3 Increase student achievement in all accountability groups in Reading from Recognized to Exemplary by | <p>No we did not reach our Science goals. Rivera scored well in all groups except our Hispanic and Econ group. Our Hispanic and Econ students attended Saturday school, the after school Guys and Gals Science clubs, and our instructional focus during success time has been on Science. Our 5th grade teachers attended monthly meetings with Sharon Betty to discuss specific TEKS objectives. Despite these efforts we scored about the same on our Science scores from our</p> | <ul style="list-style-type: none"> • Our 5th grade bilingual Science students taking the test in Spanish need extra support (i.e. summer school, Saturday school, and transportation). Spanish training in science vocabulary is needed to develop fluency. • In an effort to advance campus goals | <ul style="list-style-type: none"> • Yes and no. Saturday school was provided by the Bilingual Dept. for our bilingual students, and Rivera provided Saturday school for our English language learners. Spanish vocabulary training is being developed for the 09/10 school year. | <ul style="list-style-type: none"> • Wig #1 Increase student achievement of all accountability groups in Science from Acceptable to Recognized. • Wig #2 80% of our 1st and 2nd graders will be reading on grade level as measured by ELI/SELI scores. | <ul style="list-style-type: none"> • Wig #1 This year I will introduce Classworks with our students and teachers to accelerate their learning. I will move a bilingual aide to work full time with 4th grade and 5th grade students in the area of Science. I will meet every Friday with our regular and bilingual science teachers to go over lesson plans, materials, and data. We will continue with our | <ul style="list-style-type: none"> • Science training for teachers and students specific to bilingual and English language learners. • Summer school enrichment programs in the area of Science to fill in the gaps for our bilingual and English language learners |

Summary – Campus Improvement Plans

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|---|---|---|---|---|
| <p>May 2009.</p> <ul style="list-style-type: none"> Wig #4 Provide more parent education opportunities. | <p>previous year. This year I will free up our bilingual aide to work entirely with our 4th and 5th grade students. We will also introduce Classworks to accelerate instruction for our students.</p> | <p>and master district initiatives, we would like to request more educational leave days.</p> | <ul style="list-style-type: none"> No, I did not receive extra educational leave days. | <ul style="list-style-type: none"> Wig #3 Increase student achievement in Math in all of our accountability groups from Recognized to Exemplary. | <p>afterschool Guys/Gals tutoring, and we will continue with our Saturday school.</p> <ul style="list-style-type: none"> Wig #2 We will introduce Classworks with our K-2 students in the area of Reading. | |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | * | 95 | 95 | 95 | - | - | 95 | 95 | 95 |
| Goal 2007-2008 | 90 | * | 90 | 90 | 90 | - | - | 75 | 90 | 90 |
| Actual 2007-2008 | 89 | * | 100 | 87 | 86 | - | - | 75 | 88 | 89 |
| Goal 2008-2009 | 95 | * | 95 | 95 | 95 | - | - | 75 | 95 | 95 |
| Actual 2008-2009 | 88 | * | 86 | 89 | 85 | - | - | - | 88 | 89 |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | * | 95 | 95 | 95 | - | - | 95 | 95 | 95 |
| Goal 2007-2008 | 75 | * | 75 | 85 | 85 | - | - | 75 | 80 | 85 |
| Actual 2007-2008 | 86 | * | 87 | 85 | 89 | - | - | 64 | 83 | 86 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | - | - | 90 | 90 | 90 |
| Actual 2008-2009 | 80 | * | 64 | 81 | 92 | - | - | - | 79 | 80 |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 75 | 75 |
| Goal 2007-2008 | 25 | 25 |
| Actual 2007-2008 | 32 | 35 |
| Goal 2008-2009 | 50 | 50 |
| Actual 2008-2009 | 42 | 41 |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | 90 | - | - | 90 | 90 |
| Goal 2007-2008 | 80 | * | 75 | 75 | 90 | - | - | - | 75 | 75 |
| Actual 2007-2008 | 67 | * | 33 | 75 | 79 | - | - | - | 67 | 73 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | - | - | - | 90 | 90 |
| Actual 2008-2009 | 83 | * | 89 | 76 | 100 | - | - | 88 | 79 | 64 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 99 | * | 99 | 99 | 99 | - | - | 99 | 99 | 99 |
| Goal 2007-2008 | 85 | * | 85 | 80 | 90 | - | - | - | 80 | 75 |
| Actual 2007-2008 | 93 | * | 85 | 93 | 100 | - | - | 100 | 93 | 91 |
| Goal 2008-2009 | 95 | * | 95 | 95 | 95 | - | - | 95 | 95 | 95 |
| Actual 2008-2009 | 95 | * | 89 | 98 | 93 | - | - | 100 | 96 | 96 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | * | 95 | 95 | 95 | - | - | 95 | 95 | 95 |
| Goal 2007-2008 | 75 | * | 75 | 85 | 80 | - | - | - | 75 | 75 |
| Actual 2007-2008 | 87 | * | 75 | 85 | 100 | - | - | - | 86 | 85 |
| Goal 2008-2009 | 95 | * | 95 | 95 | 95 | - | - | - | 95 | 95 |
| Actual 2008-2009 | 92 | * | 89 | 93 | 94 | - | - | 89 | 90 | 89 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 75 | 75 | 75 |
| Goal 2007-2008 | 30 | 25 | 25 |
| Actual 2007-2008 | 18 | 18 | 30 |
| Goal 2008-2009 | 50 | 50 | 50 |
| Actual 2008-2009 | 20 | 17 | 45 |

**SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | - | - | - | 90 | 90 |
| Goal 2007-2008 | 85 | * | 85 | 85 | 85 | - | - | - | 85 | 75 |
| Actual 2007-2008 | 88 | * | 80 | 88 | 95 | - | - | - | 84 | 80 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | - | - | - | 90 | 90 |
| Actual 2008-2009 | 84 | * | 78 | 79 | 100 | - | - | - | 81 | 72 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | - | - | - | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 80 | 80 | - | - | - | 75 | 75 |
| Actual 2007-2008 | 73 | * | 60 | 74 | 78 | - | - | - | 67 | 68 |
| Goal 2008-2009 | 90 | * | 90 | 90 | 90 | - | - | - | 90 | 90 |
| Actual 2008-2009 | 79 | * | 78 | 76 | 87 | - | - | - | 77 | 68 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | * | 90 | 90 | 90 | - | - | - | 90 | 90 |
| Goal 2007-2008 | 75 | * | 75 | 75 | 85 | - | - | - | 75 | 50 |
| Actual 2007-2008 | 73 | * | 57 | 71 | 86 | - | - | - | 68 | 61 |
| Goal 2008-2009 | 80 | * | 80 | 80 | 95 | - | - | - | 80 | 80 |
| Actual 2008-2009 | 72 | * | 67 | 59 | 100 | - | - | - | 65 | 52 |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 50 | 50 | 50 |
| Goal 2007-2008 | 20 | 30 | 20 |
| Actual 2007-2008 | 21 | 25 | 16 |
| Goal 2008-2009 | 25 | 35 | 25 |
| Actual 2008-2009 | 22 | 38 | 24 |

DISTRICT NAME: DENTON
CAMPUS NAME: RIVERA EL
CAMPUS NUMBER: 061901108

Campus Rating: Academically Acceptable
Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min Size | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 159 | 184 | 86% | 100% | 167 | 197 | 85% | | 1 | | | 168 | 184 | 91% | | RE | RE | EX | - | EX |
| X African Amer | 25 | 30 | 83% | 16% | 25 | 33 | 76% | | 7 | | | 27 | 30 | 90% | | RE | RE | EX | - | EX |
| X Hispanic | 96 | 115 | 83% | 63% | 95 | 113 | 84% | | -1 | | | 103 | 115 | 90% | | RE | RE | EX | - | EX |
| X White | * | * | 97% | * | 46 | 50 | 92% | | 5 | | | * | * | 97% | | EX | - | - | - | EX |
| X Econ Disadv | 123 | 146 | 84% | 79% | 122 | 147 | 83% | | 1 | | | 131 | 146 | 90% | | RE | RE | EX | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 95% | 100% | * | * | 96% | | -1 | | | * | * | > 99% | | EX | - | - | - | EX |
| African Amer | * | * | 88% | * | * | * | 90% | | -2 | | | * | * | > 99% | | - | - | - | - | - |
| X Hispanic | * | * | 97% | * | * | * | 97% | | 0 | | | * | * | > 99% | | EX | - | - | - | EX |
| White | * | * | 93% | * | * | * | > 99% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Econ Disadv | * | * | 96% | * | * | * | 98% | | -2 | | | * | * | > 99% | | EX | - | - | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 160 | 185 | 86% | 100% | 163 | 199 | 82% | | 4 | | | 164 | 185 | 89% | | RE | - | - | - | RE |
| African Amer | 22 | 29 | 76% | 16% | 26 | 33 | 79% | | -3 | | | 23 | 29 | 79% | | - | - | - | - | - |
| X Hispanic | 100 | 116 | 86% | 63% | 91 | 115 | 79% | | 7 | | | 102 | 116 | 88% | | RE | - | - | - | RE |
| X White | * | * | 95% | * | 45 | 50 | 90% | | 5 | | | * | * | 98% | | EX | - | - | - | EX |
| X Econ Disadv | 124 | 147 | 84% | 79% | 118 | 149 | 79% | | 5 | | | 127 | 147 | 86% | | RE | - | - | - | RE |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 35 | 51 | 69% | 100% | 53 | 73 | 73% | Yes | -4 | ** | No | 35 | 51 | 69% | | AA | - | - | - | AA |
| African Amer | 6 | 9 | 67% | 18% | 8 | 13 | 62% | | 5 | | | 6 | 9 | 67% | | - | - | - | - | - |
| Hispanic | 16 | 29 | 55% | 57% | 27 | 40 | 68% | | -13 | | | 16 | 29 | 55% | | - | - | - | - | - |
| White | * | * | > 99% | * | * | * | 90% | | * | | | * | * | > 99% | | - | - | - | - | - |
| X Econ Disadv | 23 | 38 | 61% | 75% | 34 | 51 | 67% | Yes | -6 | ** | No | 23 | 38 | 61% | | AA | - | - | - | AA |

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.
*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 14 | 3 | 2 | No | N/A | No |

DISTRICT NAME: DENTON
 CAMPUS NAME: RIVERA EL
 CAMPUS NUMBER: 061901108
 Campus Rating: Academically Acceptable
 Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

**WAYNE STUART RYAN
ELEMENTARY SCHOOL**



Campus Improvement Plan
2009-2010

“LEARNING TODAY FOR A BETTER TOMORROW”

THE MISSION OF W. S. RYAN SCHOOL IS TO PROVIDE A QUALITY EDUCATION FOR ALL STUDENTS IN A SUPPORTIVE, RESPECTFUL ENVIRONMENT THAT PROMOTES A LOVE OF LEARNING AND PRODUCES RESPONSIBLE CITIZENS

Wayne Stuart Ryan Elementary
TEA Recognized School for 2008-2009
Learning Today for a Better Tomorrow

TEA Recognized rating for 2003-04, 2005-06, 2006-07, 2007-06, and 2008-09.

Just For Kids Higher Performing Schools in Texas for 2008 in Writing.

Denton ISD Orchestra Contest Superior ratings in 2003 and 2004.

Writing program developed and implemented school-wide by the 4th grade team titled *Colorful Writing* is a comprehensive effort to make writing a priority.

Ryan World Wranglers is a performing group open to 4th and 5th grade students who desire to learn music of many styles and diverse cultures. Students sing songs, play instruments, perform dances, and speak languages from a variety of different countries. The Ryan World Wranglers is directed by our music teacher Tina Arenas.

Camp Classen YMCA Outdoor School Program is open to our 5th grade students in the Spring. Located in Davis, Oklahoma, the outdoor environmental education program enables students to understand and experience the relationship between themselves and the natural environment and to practice ecology, science, and nature study in the field.

Campfire Tellers is a program open to 3rd, 4th and 5th grade students who have an interest in learning language through oral reading, reader's theater, and telling stories. Students may audition for the Tejas Storytelling Festival and other story telling events, such as the Story Launch and the North Texas Youth Storytelling Challenge. The Campfire Tellers is headed by Janet Latham, school librarian.

Nancy Walkup, art teacher, was chosen to participate in the June 2008 Japan Fulbright Memorial Fund Teacher Program, one of 160 teachers chosen from across the United States. Ms. Walkup is also the editor of the art magazine, SchoolArts, a national publication for educators in the visual arts.

Marti Couch, counselor, has implemented a new character education program named *Character Counts*. Within the program, six pillars of education are introduced each six weeks during morning announcements, they include: citizenship, caring, fairness, responsibility, respect, and trustworthiness.

Our *Drops in the Bucket* program gives an opportunity for students and staff members to be publicly recognized at our school during morning announcements for their good deeds and acts of kindness.

Kali Wood, campus technology integrator, is developing a website film titled, “Why WS Ryan Rocks!” Created and produced by the faculty and students of Ryan using Flip Video cameras.

EXPO teacher, Violet Dickson, has the EXPO students, 1st through 5th grade, blogging as part of their homework assignments responding to weekly questions posted.

The Outdoor Learning Experience, our outdoor learning center, is a commitment to “no child left inside” and is gaining popularity as more classes are going to the OLE to observe, record, and study nature.

Our 1st grade teachers have invited many important community leaders to school to share their jobs with the students; including Denton Mayor Burroughs, a pediatrician, and the fire and police departments.

District wide the school nurses are keeping track of any flu-like symptoms in their weekly reports to the Health Department. Our motto is, “Healthy kids make better learners”.

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
W. S. RYAN ELEMENTARY SCHOOL**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|--|---|--|---|--|
| <ul style="list-style-type: none"> Increase the academic achievement for the accountability group All students on TAKS science from 80% to 90% | <ul style="list-style-type: none"> WS Ryan did not reach its goal for All students; however, we maintained a passing rate of 80%. Two areas of need are an increase in student support for our Economically Disadvantage accountability group along with on-going professional development on best practices in the classroom. Creating a master schedule that requires set times to teach science including a daily tutorial block plus bringing to campus the Elementary Science Curriculum Specialist to present best practices during staff development days | <ul style="list-style-type: none"> Curriculum materials and instructional supplies for the Outdoor Learning Environment Instructional supplies for the activities presented at the Family Fun Science Night Curriculum materials and instructional supplies for the weekly science club | <ul style="list-style-type: none"> We purchased through grant money supplies for the Outdoor Learning Environment We purchased supplies and received donations for the activities presented at the Family Fun Science Night Teachers shared lesson plans, experiments, and supplies to support the activities presented at the weekly science club | <ul style="list-style-type: none"> Increase the academic achievement for the accountability groups on TAKS science for All students from 80% to 90% and White from 83% to 90% | <ul style="list-style-type: none"> Created a master schedule requiring teachers to teach science at a specific time of the day to allow for more effective use of inclusion time in the classroom, including daily tutorial block for 3rd-5th grade Create a daily tutorial block for grades 3rd-5th for accelerated instruction and intervention Bring to campus the Elementary Science Curriculum Specialist to present best practices during staff development days | <ul style="list-style-type: none"> Supplemental science materials for intervention and accelerated instruction (existing materials will be inventoried) Continued professional development on best practices for science instruction (provided by the Elementary Science Curriculum Specialist) On-going campus-based PLCs focused on best practices in science instruction and data analysis (during the second faculty meeting of each month) |

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
W. S. RYAN ELEMENTARY SCHOOL**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|--|--|--|--|---|---|
| <ul style="list-style-type: none"> Increase the academic achievement of all students passing TAKS math from 92% to 94% and the accountability groups Hispanic from 84% to 86% and Economically Disadvantaged from 85% to 87% | <ul style="list-style-type: none"> WS Ryan did not reach its goal for all students; however, we maintained a passing rate of 92%. Additionally, we maintained a passing rate of 84% for Hispanic and 85% for Economically Disadvantaged. Two areas of need are an increase in student support for our at-risk population along with on-going professional development on best practices in the classroom. Both of these areas will be addressed with the addition of our full-time math interventionist | <ul style="list-style-type: none"> Full-time math interventionist Bilingual special education inclusion teacher Math Resource Lab | <ul style="list-style-type: none"> We had a half time math interventionist whom we shared with another elementary We did not have a bilingual special education inclusion teacher We did have a Math Resource Lab with limited time available to students | <ul style="list-style-type: none"> Increase the academic achievement for the accountability groups on TAKS math for Hispanic from 84% to 90% and Economically Disadvantaged from 85% to 90% | <ul style="list-style-type: none"> Hired a full time math interventionist to work with at-risk students Extended the hours that the Math Resource Lab is open to students during the school day Created a master schedule requiring teachers to teach core subjects at a specific time of the day to allow for more inclusion time in the classroom, including daily tutorial block for 3rd-5th grade Hired a bilingual special education/reading interventionist to work with at-risk and special education students | <ul style="list-style-type: none"> Supplemental math materials for intervention and accelerated instruction (e.g. Motivation Math by Mentoring Minds) Continued professional development on best practices for math instruction (provided by our math interventionist during staff development) On-going campus-based PLCs focused on best practices in math instruction and data analysis (during the second faculty meeting of each month) |

**SCHOOL
PERFORMANCE OBJECTIVES
2006-2010**

W. S. Ryan Elementary

| Grade 3 TAKS - Percent Passing Reading | | | | | | | | | | |
|---|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 93% | | 100% | 80% | 96% | * | 100% | * | 85% | 75% |
| Actual 2006-2007 | 98% | | * | 96% | 98% | * | * | * | 97% | * |
| Goal 2007-2008 | 99% | | 90% | 98% | 99% | 90% | 90% | 90% | 98% | 90% |
| Actual 2007-2008 | 95% | | * | 93% | 98% | * | * | * | 92% | 91% |
| Goal 2008-2009 | 99% | | 99% | 99% | 99% | 99% | 99% | 93% | 93% | 93% |
| Actual 2008-2009 | 96% | | 100% | 92% | 98% | * | * | * | 88% | 91% |
| Goal 2009-2010 | 99% | | 99% | 99% | 99% | 99% | 99% | 94% | 94% | 94% |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 80% | | 88% | 50% | 90% | * | 90% | 55% | 60% | 50% |
| Actual 2006-2007 | 84% | | * | 71% | 91% | * | * | * | 73% | * |
| Goal 2007-2008 | 90% | | 90% | 80% | 95% | 90% | 90% | 90% | 90% | 90% |
| Actual 2007-2008 | 82% | | * | 69% | 91% | * | * | * | 73% | 67% |
| Goal 2008-2009 | 91% | | 91% | 83% | 96% | 91% | 91% | 91% | 91% | 91% |
| Actual 2008-2009 | 91% | | 83% | 83% | 98% | * | * | * | 81% | 81% |
| Goal 2009-2010 | 92% | | 92% | 84% | 97% | 92% | 92% | 92% | 92% | 92% |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|----------------|-------------|
| | Reading | Math |
| Vision 2009-2010 | 50% | 45% |
| Goal 2006-2007 | 38% | 42% |
| Actual 2006-2007 | 43% | 33% |
| Goal 2007-2008 | 45% | 35% |
| Actual 2007-2008 | 49% | 32% |
| Goal 2008-2009 | 50% | 33% |
| Actual 2008-2009 | 47% | 31% |
| Goal 2009-2010 | 49% | 33% |

**SCHOOL
PERFORMANCE OBJECTIVES
2006-2010**

W. S. Ryan Elementary

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 94% | | 93% | 81% | 98% | * | * | 100% | 91% | 55% |
| Actual 2006-2007 | 96% | | 92% | 87% | * | * | * | * | 87% | 60% |
| Goal 2007-2008 | 98% | | 96% | 91% | 100% | 90% | 90% | 90% | 92% | 70% |
| Actual 2007-2008 | 84% | | * | 56% | 94% | * | * | 80% | 64% | 43% |
| Goal 2008-2009 | 99% | | 97% | 92% | 99% | 91% | 91% | 91% | 93% | 75% |
| Actual 2008-2009 | 92% | | * | 86% | 93% | * | * | * | 83% | * |
| Goal 2009-2010 | 99% | | 98% | 93% | 99% | 92% | 92% | 92% | 94% | 76% |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Actual 2006-2007 | 98% | | 100% | 93% | 98% | * | * | * | 95% | 100% |
| Goal 2007-2008 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Actual 2007-2008 | 97% | | * | 100% | 98% | * | * | 80% | 91% | 86% |
| Goal 2008-2009 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Actual 2008-2009 | 97% | | * | 100% | 95% | * | * | * | 91% | * |
| Goal 2009-2010 | | | | | | | | | | |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 94% | | 54% | 84% | 100% | * | * | 100% | 90% | 70% |
| Actual 2006-2007 | 92% | | 82% | 93% | 93% | * | * | * | 87% | 80% |
| Goal 2007-2008 | 95% | | 90% | 95% | 95% | 90% | 90% | 90% | 90% | 90% |
| Actual 2007-2008 | 92% | | * | 100% | 94% | * | * | 43% | 91% | 86% |
| Goal 2008-2009 | 96% | | 91% | 96% | 96% | 91% | 91% | 91% | 91% | 91% |
| Actual 2008-2009 | 93% | | * | 79% | 98% | * | * | * | 92% | * |
| Goal 2009-2010 | 97% | | 92% | 97% | 97% | 92% | 92% | 92% | 92% | 92% |

**SCHOOL
PERFORMANCE OBJECTIVES
2006-2010**

W. S. Ryan Elementary

| | Grade 4 TAKS - Percent Commended Performance | | |
|-------------------------|---|----------------|-------------|
| | Reading | Writing | Math |
| Vision 2009-2010 | 50% | 65% | 60% |
| Goal 2006-2007 | 38% | 50% | 42% |
| Actual 2006-2007 | 44% | 59% | 54% |
| Goal 2007-2008 | 46% | 62% | 56% |
| Actual 2007-2008 | 34% | 58% | 48% |
| Goal 2008-2009 | 47% | 63% | 57% |
| Actual 2008-2009 | 38% | 55% | 57% |
| Goal 2009-2010 | 48% | 64% | 58% |

**SCHOOL
PERFORMANCE OBJECTIVES
2006-2010**

W. S. Ryan Elementary

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 93% | | 100% | 80% | 99% | * | * | 100% | 81% | 100% |
| Actual 2006-2007 | 96% | | 88% | 93% | 98% | * | * | * | 88% | * |
| Goal 2007-2008 | 98% | | 90% | 95% | 99% | 90% | 90% | 90% | 90% | 90% |
| Actual 2007-2008 | 95% | | 80% | 94% | 98% | * | * | 67% | 90% | 80% |
| Goal 2008-2009 | 99% | | 91% | 96% | 99% | 91% | 91% | 91% | 91% | 91% |
| Actual 2008-2009 | 93% | | * | 100% | 96% | * | * | * | 88% | * |
| Goal 2009-2010 | 99% | | 92% | 97% | 99% | 92% | 92% | 92% | 92% | 92% |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 91% | | 90% | 92% | 95% | 100% | * | 100% | 80% | 100% |
| Actual 2006-2007 | 97% | | 88% | 93% | 96% | * | * | * | 94% | * |
| Goal 2007-2008 | 98% | | 90% | 95% | 98% | 90% | 90% | 90% | 96% | 90% |
| Actual 2007-2008 | 96% | | 90% | 94% | 98% | * | * | 83% | 95% | 80% |
| Goal 2008-2009 | 99% | | 91% | 96% | 99% | 91% | 91% | 91% | 97% | 91% |
| Actual 2008-2009 | 91% | | * | 100% | 96% | * | * | * | 88% | * |
| Goal 2009-2010 | 99% | | 92% | 97% | 99% | 92% | 92% | 92% | 90% | 92% |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2006-2007 | 85% | | 80% | 78% | 86% | * | * | 100% | 68% | 100% |
| Actual 2006-2007 | 76% | | 67% | 43% | 85% | * | * | * | 53% | * |
| Goal 2007-2008 | 90% | | 75% | 60% | 95% | 90% | 90% | 90% | 73% | 90% |
| Actual 2007-2008 | 80% | | 30% | 65% | 93% | * | * | 57% | 74% | 40% |
| Goal 2008-2009 | 91% | | 76% | 70% | 96% | 91% | 91% | 91% | 75% | 91% |
| Actual 2008-2009 | 80% | | * | 88% | 83% | * | * | * | 56% | * |
| Goal 2009-2010 | 92% | | 80% | 89% | 93% | 92% | 92% | 92% | 75% | 91% |

**SCHOOL
PERFORMANCE OBJECTIVES
2006-2010**

W. S. Ryan Elementary

| | Grade 5 TAKS - Percent Commended Performance | | |
|-------------------------|---|-------------|----------------|
| | Reading | Math | Science |
| Vision 2009-2010 | 50% | 55% | 45% |
| Goal 2006-2007 | 38% | 42% | 35% |
| Actual 2006-2007 | 39% | 48% | 28% |
| Goal 2007-2008 | 42% | 50% | 35% |
| Actual 2007-2008 | 43% | 48% | 34% |
| Goal 2008-2009 | 44% | 49% | 36% |
| Actual 2008-2009 | 42% | 47% | 50% |
| Goal 2009-2010 | 44% | 49% | 51% |

DISTRICT NAME: DENTON
CAMPUS NAME: RYAN ELEMENTARY SCHOOL Campus Rating: Recognized
CAMPUS NUMBER: 061901113 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | | |
|-------------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|-----|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | 196 | 209 | 94% | 100% | 193 | 208 | 93% | | 1 | | | 204 | 209 | 98% | EX | - | - | - | - | EX | |
| African Amer | * | * | 91% | * | * | * | 86% | | 5 | | | * | * | > 99% | - | - | - | - | - | - | |
| X Hispanic | 53 | 58 | 91% | 28% | 43 | 50 | 86% | | 5 | | | 55 | 58 | 95% | EX | - | - | - | - | EX | |
| X White | * | * | 96% | 65% | 132 | 137 | 96% | | 0 | | | * | * | 99% | EX | - | - | - | - | EX | |
| X Econ Disadv | 46 | 53 | 87% | 25% | 46 | 54 | 85% | | 2 | | | 50 | 53 | 94% | RE | RE | EX | - | - | EX | |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 97% | * | * | * | 98% | | -1 | | | * | * | > 99% | EX | - | - | - | - | EX | |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| Hispanic | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - | - | |
| X White | * | * | 95% | * | * | * | 98% | | -3 | | | * | * | > 99% | EX | - | - | - | - | EX | |
| Econ Disadv | * | * | 91% | * | * | * | 91% | | 0 | | | * | * | > 99% | - | - | - | - | - | - | |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | 191 | 207 | 92% | 100% | 192 | 208 | 92% | | 0 | | | 198 | 207 | 96% | EX | - | - | - | - | EX | |
| African Amer | * | * | 73% | 5% | * | * | 86% | | -13 | | | * | * | 91% | - | - | - | - | - | - | |
| X Hispanic | 48 | 57 | 84% | 28% | 42 | 50 | 84% | | 0 | | | 52 | 57 | 91% | RE | RE | EX | - | - | EX | |
| X White | 131 | 134 | 98% | 65% | 131 | 137 | 96% | | 2 | | | 131 | 134 | 98% | EX | - | - | - | - | EX | |
| X Econ Disadv | 44 | 52 | 85% | 25% | 45 | 53 | 85% | | 0 | | | 46 | 52 | 88% | RE | - | - | - | - | RE | |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | 48 | 60 | 80% | 100% | 66 | 82 | 80% | | 0 | | | 53 | 60 | 88% | RE | - | - | - | - | RE | |
| African Amer | * | * | * | * | 3 | 10 | 30% | | * | | | * | * | * | - | - | - | - | - | - | |
| Hispanic | * | * | 88% | * | 10 | 16 | 63% | | 25 | | | * | * | 88% | - | - | - | - | - | - | |
| X White | 39 | 47 | 83% | 78% | 50 | 53 | 94% | | -11 | | | 44 | 47 | 94% | RE | RE | EX | - | - | EX | |
| Econ Disadv | 5 | 9 | 56% | 15% | 14 | 20 | 70% | | -14 | | | 6 | 9 | 67% | - | - | - | - | - | - | |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 12 | 1 | 2 | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: RYAN ELEMENTARY SCHOOL Campus Rating: Recognized
 CAMPUS NUMBER: 061901113 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Campus Improvement Plan

2009 – 2010



Savannah Elementary School

“Take a Bite out of Learning!”



Our Mission

Savannah Elementary’s purpose is to provide a safe learning environment for all students. In partnership with families and the community, we will foster academic achievement, personal character, and social responsibility to develop independent life-long problem solvers.



Savannah Elementary School Brag Document

The faculty and staff of Savannah Elementary is proud of the following accomplishments:

- Savannah Elementary has earned the Texas Education Agency Exemplary Rating for two years in a row. (2008 – 2009 & 2009 – 2010)
- The Savannah Elementary faculty and staff have begun the journey of implementing the Professional Learning Community Model on campus. We believe this shift will increase student learning drastically.
- TARGET Time was implemented this school year. Each day, thirty minutes of uninterrupted targeted enrichment/remediation is given to all children.
- Communication between administration and teachers is healthy. Two way communication and reciprocal accountability is a norm.
- Teachers are seeking additional funding sources to support learning objectives and campus needs. A garage sale has been scheduled and a 5k Fun Run is being planned.
- The Math Specialist is being used for content coaching.
- Savannah's EXPO population has doubled.
- Savannah serves all students. We are a full inclusion campus. The co-teaching model is used effectively.
- The literacy library is organized and provides teachers with a plethora of instructional materials.
- The Media center and the Librarian are superb. Mr. Graves serves a true resource to teachers. The circulation numbers have increased steadily over the last few years.
- Students have access to current technology.
- The school climate is charged with synergy. Faculty members enjoy coming to work at Savannah.

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
SAVANNAH ELEMENTARY SCHOOL**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|--|--|--|---|--|
| <p>Increase the Math TAKS passing rate for all grade levels and subgroups from Recognized level (80% or above) to Exemplary level (90% or above) in Math by May 2009</p> <p>Increase the level of parental involvement. An average of 35% of Savannah parents will attend school sponsored events.</p> <p>Increase overall end of the year citizenship score on the Gator Citizenship Survey from an overall satisfactory score of 3.3 to an overall satisfactory score of 4.0 by May of 2008</p> | <p>We will continue to work in the area of Mathematics instruction. While 93% of the All Students subgroup passed the TAKS test at the Exemplary standard, the African American sub group and the Economically Disadvantaged subgroup performed in the recognized range. We will also work to increase the commended performance rates in all subgroups and grades. We will also, continue to pursue new ways to involve parents within our learning community. The citizenship goal was met.</p> | <p>Create opportunities for professional dialog for grade level teams and vertically across grade levels to discuss best practices</p> <p>Ongoing staff development and monitoring is needed to implement Envision Math adoption</p> <p>Create and execute a campus wide new staff member induction / mentoring plan</p> <p>Increased operational budget to support and provide teacher release time for instructional planning and collaboration.</p> | <p>Needs were met to some degree; however they are needs that need to be replenished</p> | <p>Increase the Math TAKS passing rate for all grade levels and subgroups from Recognized level (80% or above) to Exemplary level (90% or above) in Math by May 2009</p> <p>Student achievement will increase in all grade levels and content areas as a result of implementing the Professional Learning Community Concept.</p> <p>Increase and improve communication with internal and external publics resulting in increased parental involvement and support. 45% of Savannah parents will be engaged and</p> | <p>MATH GOAL</p> <p>Implement PLC meetings to discuss common assessments, best practices, and set learning goals and objectives.</p> <p>Continued implementation of Calendar Math and Target the Question</p> <p>Monitoring student progress as it relates to TEKS and TAKS objective master. Benchmark results will be tracked and used to set classroom objectives and learning targets.</p> <p>PARENTAL INVOLVEMENT GOAL</p> <p>Offer parents a variety of events that are relevant,</p> | <p>Create opportunities for professional dialog for grade level teams and vertically across grade levels to discuss best practices and common assessments (PLC)</p> <p>Ongoing staff development and monitoring is needed to implement Envision Math adoption.</p> <p>Utilize the Math Specialist for Content Coaching</p> <p>Create and execute a campus wide new staff member induction / mentoring plan</p> <p>Increased operational budget to</p> |

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-2010</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---------------------------------------|---|---|--|---|--|---|
| | | <p>Develop targeted tutorial program to address the needs of specific subgroups in an effort to close the achievement gap between the white subgroup and Hispanic subgroup in math</p> | | <p>involved in school activities</p> <p>Increase the amount of staff and student recognition and rewards. Develop incentive programs that support and motivate students and staff members to reach instruction goals and objectives</p> | <p>providing useful information.</p> <p>Increase frequency and modes of communicating with parents to inform them of school sponsored activities</p> <p>Identify and target parents that do not regularly attend school sponsored events</p> <p>Obtain feedback from parents identifying specific needs.</p> <p>Student /Staff INCENTIVE GOAL</p> <p>Target instructional priorities at each grade level and develop incentive programs for students who meet them</p> <p>Implement an award assembly each six weeks</p> | <p>support and provide teacher release time for instructional planning and collaboration.</p> <p>Develop targeted tutorial program to address the needs of specific subgroups in an effort to close the achievement gap between the white subgroup and Hispanic and African American subgroup in math. (TARGET Time)</p> |

| <u>Important Goals</u> <u>From 2008-2009</u> | <u>Did you reach the goals</u> <u>listed in 2008-2009?</u> <u>If not, explain what</u> <u>prevented your success and</u> <u>how you will continue to</u> <u>try to meet the goals.</u> | <u>Needs Identified</u> <u>For 2008-2009</u> | <u>Were the Needs Met for</u> <u>2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important</u> <u>Goals for 2009-2010</u> | <u>Plans to Meet</u> <u>Goals for</u> <u>2009-2010</u> | <u>Needs Identified</u> <u>For 2009-2010</u> <u>(be specific)</u> |
|---|---|---|--|---|--|---|
| | | | | | <p>Administer the Gator Citizenship survey to all 5th grade students to identify areas of growth and areas needing improvement as it relates to citizenship</p> <p>Establish a reward programs to highlight students who excel in the area of citizenship</p> | |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 3 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | N/A | N/A | 90 | 100 | N/A | N/A | 100 | 90 | 90 |
| Goal 2007-2008 | 98 | N/A | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2007-2008 | 100 | N/A | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Goal 2008-2009 | 98 | N/A | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2008-2009 | 98 | N/A | 93 | 100 | 98 | N/A | N/A | 80 | 89 | N/A |

Grade 3 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 90 | N/A | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Goal 2007-2008 | 90 | N/A | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2007-2008 | | N/A | N/A | 66.7 | 93.3 | N/A | N/A | N/A | N/A | N/A |
| Goal 2008-2009 | 90 | N/A | 90 | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2008-2009 | 88 | N/A | 79 | 100 | 88 | N/A | N/A | 71 | 72 | N/A |

Grade 3 TAKS -Percent Commended Performance

| | Reading | Math |
|------------------|---------|------|
| Vision 2009-2010 | 80 | 70 |
| Goal 2007-2008 | 60 | 50 |
| Actual 2007-2008 | 61.9 | 30 |
| Goal 2008-2009 | 50 | 50 |
| Actual 2008-2009 | 65 | 45 |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | N/A | N/A | 100 | 100 | 100 |
| Goal 2007-2008 | 90 | | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2007-2008 | 88.1 | | N/A | 69 | 87.9 | N/A | N/A | N/A | n/A | N/A |
| Goal 2008-2009 | 90 | | 90 | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2008-2009 | 95 | | 86 | 75 | 100 | N/A | N/A | 100 | 82 | N/A |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | N/A | N/A | 100 | 100 | N/A | N/A | 100 | 100 | 100 |
| Goal 2007-2008 | 98 | N/A | 90 | 98 | 98 | N/A | N/A | 98 | 98 | 90 |
| Actual 2007-2008 | 97.7 | N/A | N/A | N/A | 97.1 | N/A | N/A | N/A | 100 | N/A |
| Goal 2008-2009 | 98 | N/A | 90 | 90 | 90 | N/A | N/A | 98 | 98 | 98 |
| Actual 2008-2009 | 95 | N/A | 100 | 88 | 95 | N/A | N/A | N/A | 100 | N/A |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | N/A | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Goal 2007-2008 | 90 | N/A | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2007-2008 | 90.7 | N/A | 80 | N/A | 91.2 | N/A | N/A | N/A | 71.4 | N/A |
| Goal 2008-2009 | 90 | N/A | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2008-2009 | 89 | N/A | 100 | 75 | 89 | N/A | N/A | 67 | 82 | N/A |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 60 | 50 | 50 |
| Goal 2007-2008 | 40 | 40 | 40 |
| Actual 2007-2008 | 35.7 | 46 | 30.2 |
| Goal 2008-2009 | 40 | 40 | 40 |
| Actual 2008-2009 | 29 | 19 | 31 |

SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | N/A | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Goal 2007-2008 | 90 | N/A | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2007-2008 | 100 | N/A | N/A | 100 | 100 | N/A | N/A | N/A | N/A | N/A |
| Goal 2008-2009 | 100 | N/A | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Actual 2008-2009 | 98 | N/A | 93 | 100 | 98 | N/A | N/A | 80 | 89 | N/A |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | N/A | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |
| Goal 2007-2008 | 90 | N/A | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2007-2008 | 100 | N/A | N/A | 100 | 100 | N/A | N/A | N/A | 100 | N/A |
| Goal 2008-2009 | 90 | N/A | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 95 | N/A | 67 | 100 | 97 | N/A | N/A | 80 | 94 | N/A |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 95 | N/A | N/A | 95 | 95 | N/A | N/A | 95 | 95 | 95 |
| Goal 2007-2008 | 90 | N/A | N/A | 90 | 90 | N/A | N/A | 90 | 90 | 90 |
| Actual 2007-2008 | 90 | N/A | N/A | 66.7 | 100 | N/A | N/A | N/A | 100 | N/A |
| Goal 2008-2009 | 90 | N/A | 90 | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Actual 2008-2009 | 89 | N/A | 57 | 100 | 92 | N/A | N/A | 67 | 80 | N/A |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 60 | 60 | 60 |
| Goal 2007-2008 | 40 | 40 | 40 |
| Actual 2007-2008 | 37.9 | 41.4 | 43.3 |
| Goal 2008-2009 | 45 | 45 | 45 |
| Actual 2008-2009 | 33 | 33 | 32 |

DISTRICT NAME: DENTON
 CAMPUS NAME: SAVANNAH EL
 CAMPUS NUMBER: 061901119
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | | |
|-------------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|-----|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | 100% | 108 | 113 | 96% | | 2 | | | * | * | 99% | EX | - | - | - | - | EX | |
| African Amer | * | * | 88% | 13% | * | * | 92% | | -4 | | | * | * | 92% | - | - | - | - | - | - | |
| Hispanic | * | * | 96% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - | - | |
| X White | * | * | > 99% | * | 80 | 84 | 95% | | * | | | * | * | > 99% | EX | - | - | - | - | EX | |
| X Econ Disadv | * | * | 93% | 21% | 12 | 15 | 80% | | 13 | | | * | * | 95% | EX | - | - | - | - | EX | |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 94% | 100% | * | * | 98% | | -4 | | | * | * | > 99% | EX | - | - | - | - | EX | |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - | - | |
| Hispanic | * | * | 86% | * | * | * | * | | * | | | * | * | > 99% | - | - | - | - | - | - | |
| X White | * | * | 95% | * | * | * | 97% | | -2 | | | * | * | > 99% | EX | - | - | - | - | EX | |
| Econ Disadv | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - | - | |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - | |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | 177 | 191 | 93% | 100% | 106 | 114 | 93% | | 0 | | | 184 | 191 | 96% | EX | - | - | - | - | EX | |
| African Amer | * | * | 88% | 13% | * | * | 92% | | -4 | | | * | * | 92% | - | - | - | - | - | - | |
| Hispanic | * | * | 92% | * | * | * | 87% | | 5 | | | * | * | 92% | - | - | - | - | - | - | |
| X White | 129 | 138 | 93% | 72% | 79 | 84 | 94% | | -1 | | | 135 | 138 | 98% | EX | - | - | - | - | EX | |
| X Econ Disadv | * | * | 85% | 21% | * | * | 87% | | -2 | | | * | * | 95% | RE | RE | EX | - | - | EX | |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | | |
| X All Students | 60 | 65 | 92% | 100% | 27 | 30 | 90% | | 2 | | | 60 | 65 | 92% | EX | - | - | - | - | EX | |
| African Amer | * | * | 67% | * | * | * | * | | * | | | * | * | 67% | - | - | - | - | - | - | |
| Hispanic | * | * | > 99% | * | * | * | 67% | | * | | | * | * | > 99% | - | - | - | - | - | - | |
| X White | 50 | 53 | 94% | 82% | * | * | > 99% | | * | | | 50 | 53 | 94% | EX | - | - | - | - | EX | |
| Econ Disadv | 13 | 17 | 76% | 26% | * | * | > 99% | | * | | | 13 | 17 | 76% | - | - | - | - | - | - | |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 10 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: SAVANNAH EL
 CAMPUS NUMBER: 061901119
 Campus Rating: Exemplary
 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

A faint, light-colored cartoon bulldog mascot is visible in the background, wearing a purple collar. The bulldog is standing and looking forward.

Stephens Elementary School
Campus Improvement Plan
2009-2010

Why Attend Stephens Elementary

- A TEA Exemplary School rating its inaugural year
- Denton ISD 2009 Elementary Teacher of the Year
- Strong PTA with wonderful parent involvement
- Great small community of Shady Shores
- Student Safety Patrol and Ambassadors
- Student Council
- “Mighty Dog” student citizenship incentive program
- “Top Dog” student award
- Total Inclusion campus
- Blended Pre-K and PPCD classroom
- 2008-09 United Way winner
- District Recycling contest winner
- Several winners of Denton Public Schools Foundation grants
- Campus 100% trained in “Thinking Maps” and Inclusion
- School named after Olive Stephens – Mayor of Shady Shores (50 yrs)
- Reading Counts campus and reading incentive program
- Fully equipped science lab
- Two computer lab centers (35 computers each)
- Computer Center in each classroom (5 computers)
- Each classroom equipped with a computer projector and document camera
- Recycling program for ink cartridges and cell phones
- Award winning select choir (Stephens Spotlights)
- 5th grade Camp at Grady Spruce
- 5th grade Orchestra

- **4th and 5th grade Friday Clubs (Athletics Club, Dance Team, Jump Rope Team, Art Club, Select Choir)**
- **Spring school musical**
- **Daily Schedule Success time for remediation and acceleration**
- **EXPO gifted and talented program**
- **Stephens student broadcast team (Daily Video Newscast)**
- **Spring “Bulldog Bash” field day**
- **School wide “Character Counts” and “Bully Free” program**
- **2001, The ARC of Denton County “Educator/Administrator of the Year” awarded to Principal Rod Southard**
- **A PLC (Professional Learning Communities) school**

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
STEPHENS ELEMENTARY

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|---|---|---|---|--|
| <ul style="list-style-type: none"> Establish passing rate for all students at 90% (Exemplary) level and commended rate for all students at 60% in Reading, Writing, Math, and Science by August 2009. | <ul style="list-style-type: none"> We did reach the 90% passing in all testing areas We failed to reach the 60% commended rate in each area. In Math we had 50%. In Reading 46%. In Writing 32%. In Science 33% | <ul style="list-style-type: none"> Problems with writing prompt; too many score 2's and not enough score 3's and 4's 3rd grade Math rigor; 3rd grade low SES in Math 4th grade Reading stamina – 2 extra stories 5th grade Science vocabulary | <ul style="list-style-type: none"> Yes for the most part. It was a tough year due to circumstances, but the staff pulled together. Had lots of issues with supplies and furnishings due to the lateness of the building opening. The district was very supportive in handling the situation. | <ul style="list-style-type: none"> Maintaining our Exemplary Status at a 95% passing rate in all tested areas. Increase our Commended Rate to a 60% commended rate in all tested areas. | <ul style="list-style-type: none"> Develop staff/Student “Bulldog Buddy” mentoring program to assist at-risk students and to track those bubble commended students. Implement PLC's to better align the curriculum and to disaggregate on-going data through targeting areas of weakness via benchmarking. Target low SES At-Risk kids | <ul style="list-style-type: none"> Budget for new start-up schools is unclear; it is has been difficult to purchase the items we need from our standard campus budget We need to re-think the types of furnishing we are purchasing for the lower grades. Full-time Math Interventionist Full-time Speech Therapist. Currently we have over 55 speech kids with a ½ time speech therapist and contracted labor for the remaining students. |

**Stephens Elementary
PERFORMANCE OBJECTIVES
2009-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|----------------------------|---------------------------|---------------------|------------------|---------------|-------------------|--------------|------------------|-------------------|------------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Goal 2007-2008 | NA | 89 | NA | NA | NA | NA | NA | NA | NA | 100% |
| Actual 2007-2008 | NA | 89 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 89 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 98% | 89 | 100% | 91% | 98% | NA | NA | NA | 89% | NA |
| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 90% | NA | 90% | 90% | 90% | NA | NA | 90% | 90% | 90% |
| Goal 2007-2008 | NA | 85 | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual 2007-2008 | NA | 85 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 84 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 83% | 84 | 80% | NA | 80% | NA | NA | NA | 67% | NA |
| Grade 3 TAKS -Percent Commended Performance | | | | | | | | | | |
| | Reading | | Math | | | | | | | |
| Vision 2009-2010 | 60% | | 60% | | | | | | | |
| Goal 2007-2008 | NA | | NA | | | | | | | |
| Actual 2007-2008 | NA | | NA | | | | | | | |
| Goal 2008-2009 | 60% | | 60% | | | | | | | |
| Actual 2008-2009 | 57% | | 45% | | | | | | | |

**Stephens Elementary
PERFORMANCE OBJECTIVES
2009-2010**

| Grade 4 TAKS - Percent Passing Reading | | | | | | | | | | |
|---|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | NA | 85 | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual 2007-2008 | NA | 85 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 84 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 97% | 84 | NA | 83% | 100% | NA | NA | NA | 100% | NA |
| Grade 4 TAKS - Percent Passing Writing | | | | | | | | | | |
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | NA | 89 | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual 2007-2008 | NA | 89 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 91 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 97% | 91 | NA | 100% | 97% | NA | NA | NA | 89% | NA |
| Grade 4 TAKS - Percent Passing Math | | | | | | | | | | |
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | NA | 87 | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual 2007-2008 | NA | 87 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 86 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 100% | 86 | NA | 100% | 100% | NA | NA | NA | 100% | NA |

| Grade 4 TAKS - Percent Commended Performance | | | |
|---|---------|---------|------|
| | Reading | Writing | Math |
| Vision 2009-2010 | 60% | 60% | 60% |
| Goal 2007-2008 | NA | NA | NA |
| Actual 2007-2008 | NA | NA | NA |
| Goal 2008-2009 | 60% | 60% | 60% |
| Actual 2008-2009 | 38% | 32% | 50% |

**Stephens Elementary
PERFORMANCE OBJECTIVES
2009-2010**

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | NA | 85 | NA | NA | NA | NA | NA | 100% | 100% | 100% |
| Actual 2007-2008 | NA | 85 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 83 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 100% | 83 | NA | 100% | 100% | NA | NA | NA | 100% | NA |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | NA | 86 | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual 2007-2008 | NA | 86 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 84 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 100% | 84 | NA | 100% | 100% | NA | NA | NA | 100% | NA |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100% | NA | 100% | 100% | 100% | NA | NA | 100% | 100% | 100% |
| Goal 2007-2008 | NA | 82 | NA | NA | NA | NA | NA | NA | NA | NA |
| Actual 2007-2008 | NA | 82 | NA | NA | NA | NA | NA | NA | NA | NA |
| Goal 2008-2009 | 95% | 84 | 95% | 95% | 95% | NA | NA | 95% | 95% | 95% |
| Actual 2008-2009 | 100% | 84 | NA | 100% | 100% | NA | NA | NA | 100% | NA |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 60% | 60% | 60% |
| Goal 2007-2008 | NA | NA | NA |
| Actual 2007-2008 | NA | NA | NA |
| Goal 2008-2009 | 60% | 60% | 60% |
| Actual 2008-2009 | 33% | 50% | 33% |

DISTRICT NAME: DENTON
 CAMPUS NAME: OLIVE STEPHENS ELEMENTARY Campus Rating: Exemplary
 CAMPUS NUMBER: 061901123 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | | Required Improvement | | | 2009 TPM | | | Status by Measure | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|--------------|----------------------|----|---------|----------------------|---------------|---------------|-------------------|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | * | - | - | - | - | - | - | - | * | * | 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | - | - | - | - | * | - | - | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | 86% | * | - | - | - | - | - | - | - | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 99% | * | - | - | - | - | - | - | - | * | * | 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 94% | * | - | - | - | - | - | - | - | * | * | 94% | - | - | - | - | - |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 97% | * | - | - | - | - | - | - | - | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| X White | * | * | 97% | * | - | - | - | - | - | - | - | * | * | > 99% | EX | - | - | - | EX |
| Econ Disadv | * | * | 88% | * | - | - | - | - | - | - | - | * | * | > 99% | - | - | - | - | - |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| African Amer | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| White | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| Econ Disadv | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 93% | 100% | - | - | - | - | - | - | - | * | * | 98% | EX | - | - | - | EX |
| African Amer | * | * | 88% | * | - | - | - | - | - | - | - | * | * | > 99% | - | - | - | - | - |
| Hispanic | * | * | > 99% | * | - | - | - | - | * | - | - | * | * | > 99% | - | - | - | - | - |
| X White | * | * | 92% | 81% | - | - | - | - | - | - | - | * | * | 97% | EX | - | - | - | EX |
| Econ Disadv | * | * | 82% | 18% | - | - | - | - | - | - | - | * | * | 88% | - | - | - | - | - |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | > 99% | * | - | - | - | - | * | - | - | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| Hispanic | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |
| White | * | * | > 99% | * | - | - | - | - | * | - | - | * | * | > 99% | - | - | - | - | - |
| Econ Disadv | * | * | * | * | - | - | - | - | * | - | - | * | * | * | - | - | - | - | - |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 7 | N/A | N/A | N/A | N/A | N/A |

DISTRICT NAME: DENTON
 CAMPUS NAME: OLIVE STEPHENS ELEMENTARY Campus Rating: Exemplary
 CAMPUS NUMBER: 061901123 Grade Span: KG - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Woodrow Wilson Elementary

Learning for Life



2009-2010 Campus Improvement Plan

Theme: Together Everyone Achieves More

"The achievements of an organization are the results of the combined effort of each individual." Vince Lombardi

Motto: At Woodrow Wilson Elementary School, we recognize that children are unique individuals with their own set of abilities. Our mission is to help them reach their potential and learn to live and work in their community as responsible and productive adults.

Why Attend Woodrow Wilson...

WW is one of Denton I. S.D 's oldest campuses. The school opened in 1960 and will be 50 years old in the 2010-2011 school year. We have many second generation Mustangs represented at WW.

WW is nestled in between two city parks, Nette Schultz and Avondale.

The land WW sits on was donated by Mrs. Nette Schultz and she wanted the school named after her favorite President Thomas Woodrow Wilson.

WW has only had 5 principals Mr. Spratt, Dr. DeHart, Mr. Key, Mr. Stevenson, and Mrs. Staniszewski in its 50 year history.

WW is DISD's only five time Exemplary Title On3 Campus earning the award in 1998-99, 1999-00, 2000-01, 2001-02, 2007-08.

WW has been named a Recognized Campus four times earning the award in 2003-04, 2004-05, 2005-06, 2006-07, 2008-09 WW has been recognized by *TBEC* and *Just for the Kids Foundation* in 2004, 2008, 2009.

In 2004, *D Magazine* named WW a Top 100 Elementary School in the Dallas Metroplex.

In 2008-09 WW was recognized as a Distinguished Title One Campus by the No Child Left Behind Program Division .

WW has received many Gold Acknowledgements in the following areas: reading, writing, science, math, attendance, and improvement in reading.

WW has received grants and monetary rewards from Denton Public School Foundation, Keep Denton Beautiful, Dairy Max, and City of Denton Recycling, and Sonic.

In 2002 WW became a Bilingual Campus. On October 22, 2008 the Texas Association of Bilingual Educators recognized Wilson for promoting bi-literacy through implementation of our dual language program.

In 2003 WW became a Title One Campus and our title monies allowed us to provide a full time math specialist and a full time reading interventionist for third-fifth grade.

In 2006 WW began the first Dual Language Program in Denton offering a two-way immersion program. Our initial classes are now third graders.

WW uses Reading Counts to encourage independent student reading and Study Island to support independent (3-5 grades) TAKS practice. Students earn awards and an invitation to an ice cream party. 512 students have attended the ice cream party in the 2007-08 school-year.

WW's *Diane West Library* has 16899 resources available for circulation, with the average book age being 17 years. Individual donations to purchase new books are always welcomed.

The WW *Diane West Library* is no longer in the special areas rotation. This allows for increased student use of research, projects, technology, and library circulation. Our circulation this year to date is 26, 859 which is up 18% from the same period last year.

WW collects used ink cartridges for points by our computer tech. Classroom digital cameras have been purchased through this program.

WW All Star Choir is the only DISD school choir that has been named a TMEA Honor Choir twice under the same director, Mrs. Cecile Johnson.

WW's music specialist directs two student run presentations for second and fourth grade. The show themes are tied to grade level curriculum.

WW has the first Ballet Folkloric Dance Troupe in Denton I. S. D. They appear throughout the community.

WW has a site based decision team called a Campus Leadership Team. Staff, parents, and community members meet monthly to advise the principal.

WW was the first school in the district to actively seek inclusion opportunities for self contained special education classes. Wilson provides a full range of services for identified special education services that include: K-5 Life skills classrooms, Inclusion, speech, Occupational Therapy, Physical Therapy, Adapted PE, and a part time Licensed Specialist in School Psychology. Some of our students participate in the TWU Adapted Swim Program.

WW provides Reading Recovery, DLL, STAR, and Dyslexia reading intervention programs.

Wilson has a full time licensed school counselor and partners with Texas Woman's University to provide play therapy.

WW has an active and busy Parent Teacher Association. The board meets monthly, and meetings are held throughout the year. Their fundraising efforts including hosting a large Fall Family Carnival and this has allowed them to avoid direct or brochure sales. Last year they recorded 15, 290 hours of volunteer service.

WW PTA hosts a *Mustang Breakout Celebration* at the end of the year at Nette Schultz Park for all current students.

WW PTA hosts and organizes the WW Science Fair.

WW staff provides a club time for fourth and fifth graders that include time for the All Star Choir, Guitar, Chess, and Success groups.

WW Broadcast Team makes announcements on B days throughout the year using our cable TV access.

WW TIE team is a student led organization to make WW staff and students aware of being good stewards of our environment.

WW Student Leadership Team, are selected students who daily greet, read the lunch menu, maintain the marquee, put up the flag, and say the *Pledge of Allegiance*.

WW has participated in the DISD Track Meet since it's inception and has come in first , 8 out of the 13 times the event has been held.

WW Physical Education Teachers host a Spring Field Day that allows all students to participate.

WW has 65 students who are involved in a mentoring program with school staff and community members.

Selected WW Fifth Grade students are selected to participate in an afterschool Gals and Guys Math and Science Club. Participating students have their way paid to the overnight Fossil Rim trip.

WW fifth grade students may elect to attend an overnight Museum trip and an overnight trip to Fossil Rim.

WW maintains two Outdoor Gardens at the school cared for by our third, fourth and fifth grade students.

Our student regularly benefit from using two computer labs, computers in the classroom, Alphasmarts, and document cameras in all classrooms. Our next technology goal is to purchase class Mobi boards.

Our music specialist directs an All School Holiday Sing, where each child (PK-5) has an opportunity to perform and participate.

Our head custodian, Glen Gulley has been with us for 22 years. He coaches two Denton Youth Basketball Teams. His 10 and under and 8 and under Boys Teams were city champs in 2009.

Selected Members of the WW All Star Choir have been selected for membership in the OAKE National Choir, Metroplex Honor Choir, and the DISD 5th Honor Choir.

In 2009-10 WW will begin planning and construction on our 8th renovation. Wilson will add a science lab.

WW students and staff participate in grade level service projects. A toy and can food drive, a penny drive, The Empty Bowls project, Third Grade Recycling Project, Secret Santas, and Relay for Life. This year we were awarded the *Great American Cleanup Superstar Award* for having the largest volunteer group working on March 7, 2009.

WW emphasizes good character, making good choices, and personal responsibility through our Character Counts Program. Monthly grade level celebrations are hosted by our school counselor to recognize student birthdays, perfect attendance, honor roll, and outstanding citizens.

The WW Diane West Library collects Boxtops for Education. This year WW received a check for \$1400.

WW PTA hosts the Scholastic Book Fair to promote literacy at home each year.

WW hosts a week long Career Fair in January. Invited community members come to be guest speakers.

Our Ballet Folklorico Troupe host a Fajita Sale and sponsor a school wide Mother's Poetry Contest.

In 2003, The ARC of Denton County recognized our principal, Audrey Staniszewski as "Educator/Administrator of the Year."

In 2008, The ARC of Denton County recognized Robin Moore as "Teacher of the Year."

In 2009, The ARC of Denton County recognized, Robin Moore, Danitra Donaldson, Mary Ann Lira, and Jill Trahan recognized as "Special Education Team of the Year."

Wilson will pilot an Ibot Lego Robot team in 2009-2010

BOARD SUMMARY

CAMPUS IMPROVEMENT PLANS

WOODROW WILSON - 2009-2010

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|---|---|---|---|--|
| <ul style="list-style-type: none"> To be a Title One Exemplary Campus. To begin the Dual Language Program in second grade. | <ul style="list-style-type: none"> No, we missed it in the economically disadvantaged subgroup in Science by 2 students. However, we are a TBEC Honor Roll School for the second year in a row. Our attendance went up .5% Program continues and has expanded to third grade. | <ul style="list-style-type: none"> Increase educational leave days from 5% of enrollment to 10% . Extra support for bilingual students taking the Spanish Science test. Expand Saturday school to include Science. Fourth Grade Reading score-2 extra stories-and commended rate. | <ul style="list-style-type: none"> No Yes-Wilson had the only 4 students in the district to pass the Spanish 5th Science Test Yes-see above | <ul style="list-style-type: none"> Maintain passing rate for all students at the 90% (Exemplary) level and increase commended rate to 60% in Language Arts, Writing, Math, and Science. Continue Dual Language Program to include four grade levels with students on grade level in their L1. Have TAKs ALT, TAKs M, and TAKs A student pass at 90%. | <ul style="list-style-type: none"> Continue to align and improve instructional focus using PLC's, walk-throughs, staff development, and data driven decisions by reviewing benchmarks. Implement Gomez and Gomez Program Model for Dual Language. Continue to use inclusion model for delivery of special education instruction. | <ul style="list-style-type: none"> Dollars for Literacy Library resources comparable to the new school expenditures. Increase number of educational leave days to 10% of enrollment. District salary expenditure to cover full time math specialist. Maintain Saturday School for Bilingual Students. Expand Saturday School to include ESL students. |

**WOODROW WILSON ELEMENTARY SCHOOL
PERFORMANCE OBJECTIVES
2009-2010**

| Grade 3 TAKS -Percent Passing Reading | | | | | | | | | | |
|--|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |

| Grade 3 TAKS - Percent Passing Math | | | | | | | | | | |
|--|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 95 | | 100 | 100 | 100 | | | 100 | 90 | 100 |
| Actual 2007-2008 | 94.7 | | 100 | 87 | 96.5 | | | x | 91.9 | 92.3 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 95 | | 83 | 100 | 95 | | | x | 96 | 100 |

| Grade 3 TAKS -Percent Commended Performance | | |
|--|---------|------|
| | Reading | Math |
| Vision 2009-2010 | 65 | 60 |
| Goal 2007-2008 | 60 | 60 |
| Actual 2007-2008 | 59 | 56 |
| Goal 2008-2009 | 60 | 60 |
| Actual 2008-2009 | 63 | 53 |

WOODROW WILSON ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 4 TAKS - Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 92.7 | | 75 | 91.7 | 95.9 | | | 83.3 | 88.2 | 71.4 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 97 | | 100 | 92 | 98 | | | X | 93 | 89 |

Grade 4 TAKS - Percent Passing Writing

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 95.1 | | 100 | 91.7 | 95.9 | | | 93.3 | 91.4 | 71.4 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 10 |
| Actual 2008-2009 | 97 | | 100 | 96 | 96 | | | x | 95 | 100 |

Grade 4 TAKS - Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 94.2 | | 66.7 | 100 | 96 | | | 75 | 91.9 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 96 | | 100 | 88 | 98 | | | x | 93 | 78 |

Grade 4 TAKS - Percent Commended Performance

| | Reading | Writing | Math |
|------------------|---------|---------|------|
| Vision 2009-2010 | 60 | 65 | 60 |
| Goal 2007-2008 | 60 | 60 | 60 |
| Actual 2007-2008 | 38 | 48 | 38 |
| Goal 2008-2009 | 60 | 62 | 60 |
| Actual 2008-2009 | 37 | 62 | 59 |

WOODROW WILSON ELEMENTARY SCHOOL PERFORMANCE OBJECTIVES 2009-2010

Grade 5 TAKS -Percent Passing Reading

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 100 | | 100 | 100 | 100 | | | X | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 99 | | 100 | 96 | 100 | | | X | 97 | 86 |

Grade 5 TAKS -Percent Passing Math

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|-----|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |

Grade 5 TAKS -Percent Passing Science

| | All Students Campus | All Students State | *African Am. | *Hispanic | *White | Native Am. | Asian | Spec. Ed. | *Eco. Dis. | LEP |
|------------------|---------------------|--------------------|--------------|-----------|--------|------------|-------|-----------|------------|------|
| Vision 2009-2010 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Goal 2007-2008 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2007-2008 | 91.5 | | 80 | 78.3 | 100 | | | 87.5 | 85.3 | 77.1 |
| Goal 2008-2009 | 100 | | 100 | 100 | 100 | | | 100 | 100 | 100 |
| Actual 2008-2009 | 94 | | 91 | 85 | 100 | | | 88 | 88 | 57 |

Grade 5 TAKS - Percent Commended Performance

| | Reading | Math | Science |
|------------------|---------|------|---------|
| Vision 2009-2010 | 60 | 60 | 70 |
| Goal 2007-2008 | 60 | 60 | 65 |
| Actual 2007-2008 | 46 | 53 | 60 |
| Goal 2008-2009 | 60 | 60 | 60 |
| Actual 2008-2009 | 52 | 49 | 69 |

DISTRICT NAME: DENTON
CAMPUS NAME: WILSON EL
CAMPUS NUMBER: 061901109
Campus Rating: Recognized
Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2009 | | | | 2008 | | | Required Improvement | | | | 2009 TPM | | | Status by Measure | | | | | |
|------------------------------|------------|---------------|---------|-----------|------------|---------------|---------|----------------------|---------|----|---------|------------|------------|---------|-------------------|---------|-----|----|-----|------|
| | Number Met | Number Taking | Pct Met | Stu Grp % | Number Met | Number Taking | Pct Met | Met Min | Act Chg | RI | Met RI? | Number Met | Number Std | Pct Met | Number Taking | Pct Met | STD | RI | TPM | EXCP |
| Reading/ELA (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | 100% | 249 | 255 | 98% | | 0 | | | * | * | 99% | EX | - | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | 90% | | * | | | * | * | > 99% | - | - | - | - | - | - |
| X Hispanic | * | * | 95% | 25% | * | * | 97% | | -2 | | | * | * | 97% | EX | - | - | - | - | EX |
| X White | * | * | 99% | * | * | * | 99% | | 0 | | | * | * | > 99% | EX | - | - | - | - | EX |
| X Econ Disadv | * | * | 96% | 39% | 99 | 103 | 96% | | 0 | | | * | * | 98% | EX | - | - | - | - | EX |
| Writing (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 97% | 100% | 77 | 81 | 95% | | 2 | | | * | * | > 99% | EX | - | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - | - |
| Hispanic | * | * | 96% | * | * | * | 92% | | 4 | | | * | * | > 99% | - | - | - | - | - | - |
| X White | * | * | 96% | * | * | * | 96% | | 0 | | | * | * | > 99% | EX | - | - | - | - | EX |
| X Econ Disadv | * | * | 95% | * | 32 | 35 | 91% | | 4 | | | * | * | > 99% | EX | - | - | - | - | EX |
| Social Studies (70%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| All Students | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| African Amer | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Hispanic | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| White | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Econ Disadv | * | * | * | * | * | * | * | | * | | | * | * | * | - | - | - | - | - | - |
| Mathematics (55%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 250 | 258 | 97% | 100% | 251 | 261 | 96% | | 1 | | | 252 | 258 | 98% | EX | - | - | - | - | EX |
| African Amer | * | * | 97% | * | 20 | 23 | 87% | | 10 | | | * | * | > 99% | - | - | - | - | - | - |
| X Hispanic | 61 | 64 | 95% | 25% | 69 | 72 | 96% | | -1 | | | 61 | 64 | 95% | EX | - | - | - | - | EX |
| X White | 155 | 159 | 97% | 62% | 151 | 155 | 97% | | 0 | | | 156 | 159 | 98% | EX | - | - | - | - | EX |
| X Econ Disadv | 96 | 100 | 96% | 39% | 101 | 107 | 94% | | 2 | | | 97 | 100 | 97% | EX | - | - | - | - | EX |
| Science (50%/75%/90%) | | | | | | | | | | | | | | | | | | | | |
| X All Students | 83 | 89 | 93% | 100% | 75 | 82 | 91% | | 2 | | | 83 | 89 | 93% | EX | - | - | - | - | EX |
| African Amer | * | * | 92% | * | * | * | 80% | | 12 | | | * | * | 92% | - | - | - | - | - | - |
| Hispanic | 22 | 27 | 81% | 30% | 18 | 23 | 78% | | 3 | | | 22 | 27 | 81% | - | - | - | - | - | - |
| X White | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | EX | - | - | - | - | EX |
| X Econ Disadv | 30 | 35 | 86% | 39% | 29 | 34 | 85% | | 1 | | | 30 | 35 | 86% | RE | - | - | - | - | RE |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2008? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 14 | 1 | 1 | Yes | Yes | No |

DISTRICT NAME: DENTON
 CAMPUS NAME: WILSON EL
 CAMPUS NUMBER: 061901109
 Campus Rating: Recognized
 Grade Span: PK - 05

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2008 | | | | | Class of 2007 | | | Required Improvement | | | |
|--------------|-------------------|---------------|---------------|--------------|-----------------|-------------------|---------------|--------------|----------------------|------------|----|------------|
| | # Com- pleters | # dropouts | # in Class | Comp Rate | Stu Grp % | # Com- pleters | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - | - |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

| | 2007-08 | | | | 2006-07 | | | Required Improvement | | | |
|--------------|---------------|------------------|-----------------|-----------------|---------------|------------------|-----------------|----------------------|------------|----|------------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | - |
| African Amer | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - | - | - |
| White | - | - | - | - | - | - | - | - | - | - | - |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | - |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Ann Windle
School for Young Children

Campus Improvement Plan
For
2009-2010

Board Summary

During March-April 2008, the Ann Windle School for Young Children CLT and Ron Arrington, principal, met to complete the school's Campus Improvement Plan for 2008-09.

The individual goals planned for next year are listed below in order of priority.

- Increase each Head Start and PreK student's overall score by one level on the Creative Curriculum Assessment Instrument on or before June, 2009.
- Increase to 80% the number of PPCD students who demonstrate mastery in at least half of their IEP goals by June, 2009.
- Achieve a Parent Report Card average rating of 95% on or before June, 2009.
- Increase student annual attendance rate to 94.5% by June, 2009.
- Decrease preventable student accidents by 50% and reduce lost child drills to 0 at Ann Windle by June, 2009.

These five school goals were developed for the campus. The first two goals deal with continued improvement of each student's self-concept, developmental skills, and pre-academic skills. These two goals are intended to further student growth.

The third goal is designed to measure parent satisfaction with the services of the school. A school report card will be completed by parents three times during the year to gain data for continued program improvement.

The fourth and fifth goals were designed to further increase student attendance and to emphasize continued safety and supervision of students, in and out of the classroom.

ANNE WINDLE
SCHOOL FOR YOUNG CHILDREN
2009-2010

Brag List



- ❖ Pod design
- ❖ Each Pod has a digital camera
- ❖ Blended Classroom
- ❖ A Computer Area in each room
- ❖ Parent training room
- ❖ Family Activities
- ❖ Parent Classes
- ❖ Parent Training room
- ❖ Volunteers
- ❖ Motor Lab
- ❖ School Wide Discipline Program
- ❖ Academic Achievements
- ❖ Play Therapy
- ❖ Program Team

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
ANN WINDLE SCHOOL FOR YOUNG CHILDREN
GOAL 2

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|--|---|--|--|---|
| <ul style="list-style-type: none"> • Each PPCD student will have completed IEP goals before the start of school. • Each PPCD student's IEP will be assessed for growth around mid-year using benchmarks written in IEP. • Each student will receive a final assessment near the end of the school year using benchmarks written in IEP • Student data will be scored and results reported. | <ul style="list-style-type: none"> • Not completed Note – Attempts at data collection were not successful even though they were modified | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • Due to the variability within the PPCD population and within the IEPs for individual students, the proposed analysis of data was not successful. • It is recommended that this goal be discontinued. | <ul style="list-style-type: none"> • PPCD students will participate in the Scholastics Curriculum | <ul style="list-style-type: none"> • Order needed kit materials • Transfer unused kits to our school | <ul style="list-style-type: none"> • Kits for each classroom |

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
ANN WINDLE SCHOOL FOR YOUNG CHILDREN
GOAL 3

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|--|--|--|---|--|
| <ul style="list-style-type: none"> Achieve a Parent Report Card <u>average rating of 95%</u> on or before June, 2009. | <ul style="list-style-type: none"> Completed Note – The average Parent Report Card rating on the quality of services at Ann Windle was <u>96.9%</u>. The goal was 95%. | <ul style="list-style-type: none"> Note | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Achieve a Parent Report Card <u>average rating of 95%</u> on or before June, 2010. | <ul style="list-style-type: none"> Each parent will be given a Report Card to complete during April-May, 2010 The results will be tabulated and reported. | <ul style="list-style-type: none"> None |

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
ANN WINDLE SCHOOL FOR YOUNG CHILDREN
GOAL 4

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|---|---|--|---|--|
| <ul style="list-style-type: none"> • Increase <u>student annual attendance rate to 94.5%</u> by June, 2009 | <ul style="list-style-type: none"> • Not completed Note – Attendance for 08-09 was 93.08. Quite a few out with flu like symptoms. Many meet the guidelines as excused. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Increase <u>student annual attendance rate to 94.2%</u> by June, 2010. | <ul style="list-style-type: none"> • Parents will be advised on attendance procedures and the importance of attendance for their children. • Each student’s attendance will be monitored daily and excessive absences will be reported. • Excessive absences will result in personal contact with the parent and/or further actions will be taken. • Monthly classroom attendance will be reported to teachers. • Ann Windle attendance for the year will be calculated. | <ul style="list-style-type: none"> • None |

**BOARD SUMMARY
 CAMPUS IMPROVEMENT PLANS
 2009-2010
 ANN WINDLE SCHOOL FOR YOUNG CHILDREN
 GOAL 5**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|---|---|--|---|--|--|---|
| <ul style="list-style-type: none"> Decrease <u>preventable student accidents by 50%</u> and <u>reduce lost child drills to 0</u> at Ann Windle by June, 2009 | <ul style="list-style-type: none"> Completed Note – The student successfully met goal 2nd year. Accident rates dropped down to 2 for the year. There were no “lost child” drills reported. | <ul style="list-style-type: none"> Recommend that this goal be removed. | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Support district wide Bully Prevention Plan for 09-10 |

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
ANN WINDLE SCHOOL FOR YOUNG CHILDREN
GOAL 1**

| <u>Important Goals From 2008-2009</u> | <u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u> | <u>Needs Identified For 2008-2009</u> | <u>Were the Needs Met for 2008-2009? If not, please explain.</u> | <u>Wildly Important Goals for 2009-10</u> | <u>Plans to Meet Goals for 2009-2010</u> | <u>Needs Identified For 2009-2010 (be specific)</u> |
|--|---|--|--|--|--|--|
| <ul style="list-style-type: none"> • Each Student will be assessed on or before the start of school. • Each student will be reassessed around midyear. • Each student will receive a final assessment near the end of the school year | <ul style="list-style-type: none"> • Completed <p>Note- Statistically significant students assessment gains were achieved this year by 3 and 4 year old Head Start and Pre - Kindergarten students. Goal of 08-09 school year, 100% of the students reached Step 1 or above.</p> | <ul style="list-style-type: none"> • None | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • New curriculum in use for 09-10 school year. | <ul style="list-style-type: none"> • Training on the new curriculum. • Kits provided for each Pre-K classroom. • Students introduced to goals and activities in the Scholastics Curriculum • Student data will be collected and analyzed | <ul style="list-style-type: none"> • None |