

Center Elementary School

2007-2008
Campus Improvement Plan

Center Elementary School's Mission Statement

Center Elementary School's faculty and staff are committed to working with students, parents, and community members to create a positive, safe learning environment where all students can develop

the knowledge and skills necessary to be responsible, productive citizens.

Committed to working with students, parents and community.

Environment shall be positive and safe with an atmosphere of learning.

Students can develop knowledge and skills necessary to be responsible, productive citizens.

Center Elementary School educates some 366 first and second students with a staff of 38 personnel.

The campus's ethnic composition profiles with 24.3% African American, 30% Hispanic, 45.1% Caucasian, 0% Native American, and .3% Asian/Pacific Islander.

The campus's teachers exceed state averages in years of teaching experience with Center Elementary teachers averaging 15 years compared to the state average of 9.7 years.

Academically, the campus's students exceed state performance in reading and math.

Center Elementary School excels with an accountability rating of "Recognized".

The campus offers a variety of program opportunities for its students including:

- *Gifted And Talented Programs*
- *Science Labs*
- *Math Lab*
- *Active Parent Involvement*
- *English As A Second Language Program*
- *Successful UIL Competitors*
- *Parent Night*
 - *Voyager Reading program*

District Mission Statement

Center ISD will provide a learning environment where the students will acquire skills necessary to lead productive lives in a society that is rapidly changing. Through an educational program based on equity and excellence, the District will ensure that all students have the opportunity to develop competency in the areas of:

- ❖ **Academic:** reading, writing, math, science, social studies, technology applications, other languages and career and college preparation
- ❖ **Human Relations:** responsibility, respect for others, honesty and communication
- ❖ **Physical Well Being:** knowledge of the components necessary in order to develop and maintain a healthy lifestyle

2007-2008 Campus Committee

Participant Name	Title
Kurt Radnitzer	Principal
Tony Hilton	Counselor
Holly Burns	Teacher
Zonia Corbell	Teacher
Jon Ellen Rholes	Teacher (District)
Frances Penick	Paraprofessional
Chad Nehring	Parent
Amalia Rojas	Parent
Felicia Moore	Parent
	Community
Stephnie Hicks	Community
Kimberly McElroy	Community
John Yeary	Business
Stephanie Hicks	Business

Vision and Purpose

Goal 1: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

In fulfillment of this goal, the school:
Quality School Indicators

- ❖ Establishes a vision for the school in collaboration with its stakeholders
- ❖ Communicates the vision and purpose to build stakeholder understanding and support
- ❖ Identifies goals to advance the vision
- ❖ Develops and continuously maintains a profile of the school, its students, and the community
- ❖ Ensures that the school's vision and purpose guide the teaching and learning process
- ❖ Reviews its vision and purpose systematically and revises them when appropriate

Vision

Goal 1

Objective:1 Reviews its vision and purpose systematically and revises them when appropriate.

Selected Evaluation Measure(s):

Formative: Benchmark Assessments, Local TEKS objective assessment through TAP program, Teacher observations, Grades, TPRI, Student Discipline Referrals

Summative: Vision reviewed and communicated throughout year; plans revised to meet vision

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
1.1.1 Communicates and reviews vision as decisions are made pertinent to the learning process.	2007-2008	Principal	CES Resources
1.1.2 Develop and revise plans to meet school goals and vision	2007-2008	Principal	

Governance and Leadership

Goal 2: The school provides governance and leadership that promote student performance and school effectiveness.

GOVERNANCE

Quality School Indicators

In fulfillment of this goal, the school operates under the jurisdiction of a governing board that:

- ❖ Establishes policies and procedures that provide for the effective operation of the school
- ❖ Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school
- ❖ Ensures compliance with applicable local, state, and federal laws, standards, and regulations

LEADERSHIP

Quality School Indicators

In fulfillment of this goal, the school has leadership that:

- ❖ Employs a system that provides for analysis and review of student performance and school effectiveness
- ❖ Fosters a learning community
- ❖ Provides teachers and students opportunities to lead
- ❖ Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership
- ❖ Controls curricular and extracurricular activities that are sponsored by the school
- ❖ Responds to community expectations and stakeholder satisfaction
- ❖ Implements an evaluation system that provides for the professional growth of all personnel

Leadership

Goal 2

Objective:1 Employs a system that provides for analysis and review of student performance and school effectiveness.

Selected Evaluation Measure(s):

Formative: Benchmark Assessments, Local TEKS objective assessment through TAP program, Teacher observations, Grades, TPRI, Student Discipline Referrals

Summative: Exemplary Accountability Rating, Final Grades, 96%+ attendance rates, Teachers take leadership roles, lessons evidence problem solving

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
2.1.1 Daily visit of classrooms by principle-focus on high level instruction and students on task	2007-2008 school year	Principal	none
2.1.2 Release time to teachers in order to accomplish curriculum alignment in math and reading. Continue to create instructional resources.	2007-2008 when needed	Principal	Local Funds
2.1.3 Collaborates with other Principals to begin process of vertically aligning reading with 1 st and 4 th grade.	2007-2008 school year	2 nd and 3 rd grade teachers, FLM and CIS teachers	Local staff development funds
2.1.4 Attends grade level meeting	2007-2008 school year	Principal	
2.1.5 Communicates high expectation of students	2007-2008 school year	Principal	
2.1.6 Monitors attendance, student achievement, and discipline data to positively impact student performance.	2007-2008 school year	Principal	

Action Step	Timeline	Responsibility	Resources
2.1.7 Builds capacity in teachers to become instructional leaders.	2007-2008 school year	Principal	
2.1.8 Guides teachers to incorporate problem solving and higher level thinking skills into lessons.	2007-2008 school year	Principal	
2.1.9 Leads staff to collect and utilize data to positively impact instruction.	2007-2008 school year	Principal	
2.1.10 Researches data regarding African American math performance to determine additional strategies to improve performance.	2007-2008 school year	Principal	
2.1.11 Monitors retention rates as well as every child retained.	2007-2008 school year	Principal	
2.1.12 Provides teachers time to work with Science consultant; ensure that science is taught at second and third grade levels	2007-2008 school year	Principal	
2.1.13 Collaborates with District, architects, and project manager throughout every phase of the elementary building project.	2007-2008 school year	Principal	

Teaching and Learning

Goal 3: The school provides researched-based curriculum and instructional methods that facilitate achievement for all students.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Develops and implements curriculum based on clearly-defined expectations for student learning
- ❖ Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning
- ❖ Gathers, analyzes, and uses data and research in making curricular and instructional choices
- ❖ Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice
- ❖ Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity
- ❖ Allocates and protects instructional time to support student learning
- ❖ Provides for articulation and alignment between and among all levels of schools
- ❖ Implements interventions to help students meet expectations for student learning
- ❖ Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning
- ❖ Provides comprehensive information and media services that support the curricular and instructional programs
- ❖ Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program

Curriculum

Goal 3

Objective: 1. The campus will implement curriculum based on clearly define expectations for student learning.

Selected Evaluation Measure(s):

Formative: Benchmark assessments, classrooms assessments, teacher instructional calendars, lesson plans

Summative: TAKS tests, Math curriculum completed, science and social studies curriculum initiated, reading and writing instructional calendar completed

Action Step	Timeline	Responsibility	Resources
3.1.1 Center Elementary teachers will follow the district's instructional model and curriculum.	<ul style="list-style-type: none"> • Weekly Monitor by Principals 	<ul style="list-style-type: none"> • Campus Administrators 	<ul style="list-style-type: none"> • Curriculum Documents
3.1.2 The campus will continue its 2008 district curriculum vertical alignment cycle. <ul style="list-style-type: none"> ▪ Complete Math ▪ Begin Science ▪ Begin Social Studies 	<ul style="list-style-type: none"> • May 08 • September 07 • Spring 08 	<ul style="list-style-type: none"> • Assistant Superintendent • District Curriculum Facilitator • Principals 	<ul style="list-style-type: none"> • Curriculum Documents
3.1.3 Implement integrated reading and writing instructional calendars.			

Instruction

Goal 3

Objective: 2. The campus will promote active involvement of students in the learning process including opportunities for them to explore application of higher order thinking skills and investigate new approaches to apply their learning.

Selected Evaluation Measure(s):

Formative: Benchmark assessments, student data and interventions

Summative: All subgroups for all content areas will achieve no less than an "Exemplary" Level

Action Step	Timeline	Responsibility	Resources
All Content Classes 3.2.1 Continue the implementation of instructional strategies in math and reading that target at-risk populations.	Continuous 2007-2008	Classroom Teachers Monitored by principal	Region VII
3.2.2 Math 3.2.1a Continue implementation of higher order thinking skills in the classroom-Supported by Ms. Taylor math lab during grade level meeting.	2007-2008 school year	Classroom teachers monitored by the principal	Teacher made resources/ local funds
3.2.1.b Continue implementation of research based instructional practices to increase student success	2007-2008 school year	Principal CES staff	
3.2.3 Literacy 3.2.3a Continue to implement of Voyager Reading program and Comprehensive Literacy in classroom	Sept. 2007	Campus teachers,	Local funds
3.2.3b Collaborate with district to research feasibility of developing an integrated curriculum for Pkg-2 embedding science, social studies, and/or math in a literary based, authentic approach to learning.	• Fall 07	• Assistant Superintendent • District Curriculum Facilitator • Campus Staff	• Current curriculum
3.2.3c Implement Rosetta Stone Computer program in every classroom to increase student vocabulary	2007-2008 school year	Principal, Federal Programs	Comp. Ed.

Action Step	Timeline	Responsibility	Resources
3.2.3d Continue to make available nonfiction books to students for independent reading, read alouds, and classroom instruction	2007-2008 school year	Principal, classroom teachers	
3.2.4 Science 3.2.4a Continue to embed more problem solving activities as well as instructional strategies that focus on higher level thinking.	Aug. 07-July 08		
3.2.5 Social Studies 3.2.5a Begin integrating social studies resources into language arts curriculum.	Spring 08	<ul style="list-style-type: none"> • Assistant Superintendent Instruction • Principals 	Current curriculum Scope and sequence Instructional calendars

Programs and Interventions

Goal 3

Objective: 4. The campus will design and use instructional strategies, innovations, and activities that are research-based and reflective of best practice.

Selected Evaluation Measure(s):

Formative: Student needing intervention, classroom and campus assessments

Summative: Student successful on assessments, TAKS scores, Running records results with students at grade level

Action Step	Timeline	Responsibility	Resources
3.4.1 Implementation of a spring after school tutorial program in reading	January/ March 2008	Classroom Teachers Monitored by principal	AMI, Comp. Ed. 21 st Century Grant
3.4.2 Implement a pullout, small group, reading instruction for students who are at-risk of failing reading.	September 2007	Paddie/ Wright	See Appendix A SCE
3.4.3 Continue to implementation of Voyager Reading Program	2007-2008 school year	R.Paddie /Instructional aides/principal/ classroom teachers	Local funds, Title 1,
3.4.4 Continue to incorporate the use of the math lab for both 2 nd and 3 rd grade students	2007-2008 school year	Math lab, 2nd and 3rd grade teachers	Title 1 50%
3.4.5 Implementation of math after school tutorials for 3 rd grade students	March 2008	Selected teachers	Local funds, AMI funds, 21 st Century Grant
3.4.6 Implementation of Study Island-math, Science and Reading	October to May	Principal, Rachel Paddie, CES staff, Enrichment lab	Local funds
3.4.7 Continue two TLC labs to help more individual students and meet the needs of students	2007-2008 school year	CEI lab teachers; Nichols, Johnson	
3.4.8 An ESL program will be available for those students needing instruction in English as a second language.	2007--2008 school year	ESL Teacher	199-11-61XX-00- 101-730000

Documenting and Using

Goal 4: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Establishes performance measures for student learning that yield information that is reliable, valid, and bias free
- ❖ Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning
- ❖ Uses student assessment data for making decisions for continuous improvement of teaching and learning processes
- ❖ Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance
- ❖ Communicates the results of student performance and school effectiveness to all stakeholders
- ❖ Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness
- ❖ Demonstrates verifiable growth in student performance
- ❖ Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations

Goal 4
Objective: 1 Center Elementary School will use student assessment data for making decisions for continuous improvement of teaching and learning.

Selected Evaluation Measure(s):

Formative: Intervention referrals ,assessment data 2007

Summative: 2008 Intervention referrals –student success, TAKS scores, 2007-2008 student data

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
4.1.1 Continue to implement widespread use of TAP program in reading to assess mastery and areas of concern on TEKS objectives.	Every six week	Classroom teachers monitored by Principal	None
4.1.2 Investigate Reading assessment for 3 rd grade to assess 3 rd grade students every six weeks. Dibels or 3 rd grade Reading Academy Running record resources.	2007-2008 school year	Classroom teachers	
4.1.3 Continue to implement widespread use of TAP program in math to assess mastery and areas of concern on TEKS objectives.	Starting September 2007-after each assessment	Classroom teachers monitored by Principal	None
4.1.4 Continue to monitor and adjust Benchmark and Assessments for students with special needs.	September 2007-May 2008	Principal	
4.1.5 Investigate testing process for students who are recommended for intervention to give the committee more information on students strengths and needs- Brigance	2007-2008 school year	Counselor, CES staff, Principal	\$200

Resources and Support Systems

Goal 5: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities
- ❖ Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)
- ❖ Ensures that all staff participate in a continuous program of professional development
- ❖ Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school
- ❖ Budgets sufficient resources to support its educational programs and to implement its plans for improvement
- ❖ Monitors all financial transactions through a recognized, regularly audited accounting system
- ❖ Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants
- ❖ Possesses a written security and crisis management plan with appropriate training for stakeholders
- ❖ Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning
- ❖ Provides appropriate support for students with special needs

Highly Qualified Staff

Goal 5

Objective: 1. The campus will recruit, employ, and mentor qualified staff that are capable of fulfilling assigned roles and responsibilities.

Selected Evaluation Measure(s):

Formative: 2007 Hiring procedures

Summative: 2008 Hiring procedures; 100% staff highly qualified

Action Step	Timeline	Responsibility	Resources
5.1.1 Site Based Committee will continue to recruit highly qualified teachers (SW). (Appendix B)	As needed	Principals, Site Based Team	None

Crisis Management

Goal 5

Objective: 2 The district will provide environments that are safe and orderly for all occupants.

Selected Evaluation Measure(s):

Formative: 2007 safety log, office referrals dealing with bullying

Summative: 2008 safety data log, office referrals dealing with bullying

Action Step	Timeline	Responsibility	Resources
5.2.1 Monitor campus and secure exits and entrances	2007-2008 school year	Principal, office staff	
5.2.2 Review Campus Crisis Management with staff	2007-2008 school year	Principal, office staff	
5.2.3 Monitor campus and secure exits and entrances	2007-2008 school year	Principal, office staff	
5.2.4 Continue to implement Character education and Bully program	2007-2008 school year	Principal, Hilton	

Facilities

Goal 5

Objective: 3 Provide facilities that are conducive to learning.

Selected Evaluation Measure(s):

Formative: facility needs address- maintenances referrals

Summative: Maintenances referrals completed, need s addresses on current facility and new building

Action Step	Timeline	Responsibility	Resources
5.3.1 Provide for the maintenance of facilities as needed to ensure an optimum learning environment. (G)	Aug. 07-July 08	<ul style="list-style-type: none"> • Maintenance Director • Principal 	District funds
5.3.2 Assist with the design and overall problem solving of new elementary building.	Aug. 07-July 08	District level administrative staff Principal	District funds

Support and Resources

Goal 5

Objective: 4 Center Elementary School will provide the resources, staff, and services to ensure a safe and productive environment for all students and staff.

Selected Evaluation Measure(s):

Formative: 2006-07 Assessments ,TAP, benchmarks data, classroom assessments

Summative: 2008 TAKS scores, Assessments, benchmark data, number of CP students on TAKS

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
Support 5.4.1 5.4.1a Implementation math and reading summer school program	June 2008	Selected 2 nd , 3 rd grade, and ESL teachers	21 st Century Grant Title 1
5.4.1b Implementation of 21 st Century grant enrichment/Reading/Wellness/Science/Social Studies/math	September , 2007	Rachel Paddie-Lead Teacher-CES staff	21st Century Grant money \$150,000
5.4.1c ARD training and review of appropriate assessment determination process with emphasis on accountability	September 2007	Mickey Wulf Principal	
5.4.1d Provided services in the least restrictive environment	2007-2008 school year	Mickey Wulf Principal CES staff	
5.4.1e Implementation of ESL summer program.	June 2007	Selected 2 nd , 3 rd grade, and ESL teachers	State ESL funds 21 st Century Grant
5.4.1f Investigate having a full time counselor to help with student needs	2007 June	Superintendent , Principal	Local, Federal funds
5.4.1g Computer lab teacher will be available to provide enrichment in math/reading in our computer labs (SC)	2007-2008 school year	Computer Lab Teacher	199-11-61XX-00-101-830000

Action Step	Timeline	Responsibility	Resources
Resources 5.4.2 5.4.2a Additional funding will be provided to purchase supplies for students in need (SW/SC)(Appendix B)	Continuous 2007-2008	District Committee, Campus Committee, Principal, Faculty	Comp Ed. \$1600 199-11-6395-00-101- 830000
5.4.2b Purchase computer software to support instruction in the classroom	2007-2008 school year	Computer Lab Teacher	\$1000 local funds
5.4.2c Funding will be provided to maintain a student/teacher ratio at or below 22:1.	2007-2008 school year	A. Lawrence (3 rd)	Class Size Reduction 255-11-61XX-00- 101-830000

Stakeholders Communication and Relationship

Goal 6: The school fosters effective communications and relationships with and among its stakeholders.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Fosters collaboration with community stakeholders to support student learning
- ❖ Has formal channels to listen to and communicate with stakeholders
- ❖ Solicits the knowledge and skills of stakeholders to enhance the work of the school
- ❖ Communicates the expectations for student learning and goals for improvement to all stakeholders
- ❖ Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

Goal 6

Objective: 1 Center Elementary School will foster effective collaboration with community stakeholders to support student learning.

Selected Evaluation Measure(s):

Formative: 2007 Daily contact sheets, student agenda, parent conferences

Summative: 2008 Daily contact sheets, student agenda, parent conferences, volunteer hours

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
6.1.1 Schedule Parent Conferencing during the month of September to apprise parents of student progress and expectations-Required documentation of conferences	October 2007	Classroom Teachers	
6.1.2 Schedule Parent Conferencing during the month of February to apprise parents of student progress and expectations	February 2008	Classroom Teachers	\$200
6.1.3 Increase correspondence between school and home through phone contact, and parent conferences.	August 2007	CES employees	
6.1.4 Increase parental communication and knowledge of student academic requirements using student agendas.	2007-2008 school year	Classroom teachers	\$500
6.1.5 Revise and Implementation of 5-star parent program	January 2007	Billie Sue Payne, Classroom teachers	
6.1.6 Continue to implement Fitness Fridays	August 2007 Friday afternoons	P.E. Teacher/Classroom Teachers	None
6.1.7 Implement a Fall semester Parent Night-Increase parental knowledge of expectations for students at CES.	September 2007	CES Faculty, Billie Sue Payne	\$300.00

Action Step	Timeline	Responsibility	Resources
6.1.8 Implement Spring Fling/field Day	May 2008	Principal, Classroom teachers, volunteers	\$400
6.1.9 Implement Career Awareness Week	October 2007	Classroom teachers and staff	
6.1.10 Implement Study Island-math, Science and Reading	October to May	Principal, Rachel Paddie, CES staff, Enrichment lab	Local funds

Commitment To Continuous Improvement

Goal 7: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Quality School Indicators

In fulfillment of this goal, the school:

- ❖ Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)
- ❖ Engages stakeholders in the processes of continuous improvement
- ❖ Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning
- ❖ Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals
- ❖ Monitors and communicates the results of improvement efforts to stakeholders
- ❖ Evaluates and documents the effectiveness and impact of its continuous process of improvement

Goal 7

Objective: 1 CES will ensure that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning.

Selected Evaluation Measure(s):

Formative: 2007 TAKS data, Local Assessments, and Benchmark Assessments-TAP ,classroom running records

Summative: 2008 TAKS scores, TPRI, student data; staff development logs

Specific Sequential Actions:

Action Step	Timeline	Responsibility	Resources
7.1.1 Implement teacher support in classroom	September 2007	Lengl/Jones /Shannon /instructional aides	None
7.1.2 Book study with staff: <u>6+1 Writing K-2</u> , <u>6+1 Writing 3-5</u> , <u>Literacy Work Stations</u> , D.Diller Make and Take workshop lead by CES staff	2007-2008 school year	Principal CES staff	Local funds
7.1.3 Instructional calendars will be revised and updated in math.	Aug. 2007 To Dec. 2007	Teacher grade committee members, Principal	TEKS, TAKS Educator guides
7.1.4 Continue implementation of Writing Academy with 6 Traits of Writing-Book study- <u>6+1 Writing</u> to insure of integration of writing in all subject areas.	2007-2008 school year	Principals, Teachers	Writing Academy resources, Region VII
7.1.5 Revise instructional calendar in writing	2007-2008 August/ September	Principal, Grade committee members	Local Funds
7.1.6 Continue the process of vertical alignment with 1 st and 4 th grade	2007-2008 December	Principal, Teachers	

Action Step	Timeline	Responsibility	Resources
7.1.7 Staff Development in instructional accommodations and modifications	2007-2008 school year	Ms. Wulf, principal	Staff Development funds
7.1.8 Continue staff development on Balanced Literacy.	2007-2008 school year	Principal	Staff Development funds
7.1.9 Continue staff development of math strands through Region VII.	2007-2008 school year	Principal	Staff Development funds
7.1.10 Train paraprofessionals in math strategies.			

Needs Assessment

Center Elementary

Student Group/ Program	2003 TAKS	2004 TAKS	2005 TAKS	2006 TAKS	2007 TAKS	Student Group/ Program	2003 TAKS	2004 TAKS	2005 TAKS	2006 TAKS	2007 TAKS
Mathematics						Reading					
All	94.7%	97%	91%	91%	88%	All	92.1%	99%	100%	100%	98%
White	97.5%	99%	93%	96%	89%	White	96.2%	99%	100%	100%	99%
African American	90%	96%	84%	77%	71%	African America n	90%	100%	100%	100%	93%
Hispanic	93.8%	94%	93%	92%	97%	Hispanic	84.4%	97%	100%	100%	97%
Eco. Dis.	93.9%	96%	88%	90%	90%	Eco. Dis.	90.1%	98%	100%	100%	82%
Special Ed.	83.3%	100%	100%	79%	79%	Special Ed.	100%	100%	100%	86%	82%
LEP	93.8%	94%	93%	89%	89%	LEP	84.4%	97%	100%	95%	82%
CP/#	12% /18	32% /53	21% /28	26%/41	24%/41	CP/#	12%	34% /59	33% /43	42% /64	37% /62

**TEXAS EDUCATION AGENCY
2007 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES**

**DISTRICT NAME: CENTER
CAMPUS NAME: CENTER EL
CAMPUS NUMBER: 210901101**

Campus Rating: Recognized
Grade Span: 02 - 03

Analysis groups used to determine ratings are highlighted in **BLUE**.
Academically Acceptable 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	2007				2006			Required Improvement			
	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?
Reading/ELA (65%)											
All Students	158	162	98%	100%	*	*	> 99%		*		
African Amer	*	*	93%	*	*	*	> 99%		*		
Hispanic	*	*	98%	*	*	*	> 99%		*		
White	*	*	99%	*	*	*	> 99%		*		
Econ Disadv	*	*	98%	*	*	*	> 99%		*		
Writing (65%)											
All Students	*	*	*	*	*	*	*		*		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	*	*	*	*	*		*		
White	*	*	*	*	*	*	*		*		
Econ Disadv	*	*	*	*	*	*	*		*		
Social Studies (65%)											
All Students	*	*	*	*	*	*	*		*		
African Amer	*	*	*	*	*	*	*		*		
Hispanic	*	*	*	*	*	*	*		*		
White	*	*	*	*	*	*	*		*		
Econ Disadv	*	*	*	*	*	*	*		*		

Mathematics (45%)								
All Students	144	163	88%	100%	134	148	91%	-3
African Amer	20	28	71%	17%	27	35	77%	-6
Hispanic	58	61	95%	37%	36	39	92%	3
White	66	74	89%	45%	70	73	96%	-7
Econ Disadv	102	116	88%	71%	85	94	90%	-2

Science (40%)								
All Students	*	*	*	*	*	*	*	*
African Amer	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*
Econ Disadv	*	*	*	*	*	*	*	*

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

	----- 2007 -----				----- 2006 -----			Required Improvement -----			
SDAA II Results (50%)	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	*	*	> 99%	*	*	*	> 99%		*		

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

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2006?	Exceptions Applied
8	N/A	N/A	N/A	N/A	N/A

**TEXAS EDUCATION AGENCY
2007 CAMPUS ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES**

DISTRICT NAME: CENTER
CAMPUS NAME: CENTER EL
CAMPUS NUMBER: 210901101

Campus Rating: Recognized
Grade Span: 02 - 03

Analysis groups used to determine ratings are highlighted in BLUE.
Academically Acceptable standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

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

	----- Class of 2006 -----					--- Class of 2005 ----				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.

Compensatory Education Funding

2007-2008 Compensatory Education Funding

Location	Staff Development Funding Number	DIP Obj.	Funding Amount
Elementary	199-11-6269-00-101-830120	7.1.1-7.1.10	\$982.00
	199-11-6299-00-101-830000	7.1.1-7.1.10	\$350.00
	199-13-6216-00-101-830000	7.1.1-7.1.10	\$2600.00
	199-13-6411-00-101-830000	7.1.1-7.1.10	\$1700.00

Location	Materials and Supplies Funding Number	DIP Obj.	Funding Amount
Elementary	199-11-6395-00-101-830000	5.4.2	\$3021.00
	199-11-6398-00-101-830120	5.4.2	\$3000.00
	199-11-6395-DX-101-830000	5.4.2	\$768.00
	199-11-6399-VO-101-830000	5.4.2	\$15000.00

Campus	Remedial/Enrichment Funding Number	DIP Obj.	Funding Amount
Elementary	199-11-61XX-00-101-830000	5.4.1	\$220879.00

Campus	Tutorials Funding Number	DIP Obj.	Funding Amount
Elementary	199-11-6118-00-101-830000	3.4.1-3.4.8	\$10353.00

Schoolwide Components

Ten Components of a School wide Program

1. Comprehensive needs assessment
2. School wide reform strategies (**Goals 1-7**)
3. Instruction by highly qualified professional staff(**5.1.1**)
4. Professional development (**2.1.10, 7.1.3,7.1.4, 7.1.7, 7.1.8,7.1.9**)
5. Parental involvement (**Goal 6**)
6. Transition plans from early childhood programs(**N/A**)
7. Steps to include teachers in the decision regarding the use of assessments (**4.1.1, 4.1.2,4.1.3**)
8. Activities that target students experiencing difficulty mastering state standards (**Goal 3**)
9. Strategies to attract high quality, highly qualified teachers to high-need schools (**5.1.1**)
10. Coordination and integration of federal, state, and local services and programs (fund source) (**P.31**)

