

## ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

### *U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

Official School Name: Nancy Smith Elementary School  
(As it should appear in the official records)

School Mailing Address: P.O. Box 728  
(If address is P.O. Box, also include street address)

Albany Texas 76430-0728  
City State Zip Code+4 (9 digits total)

County Shackelford State School Code Number\* 209901

Telephone ( 325 ) 762-3384 Fax ( 325 ) 762-3070

Website/URL <http://albany.region14.net/webs/nses.campus/home.htm> E-mail [dterrell@albany.esc14.net](mailto:dterrell@albany.esc14.net)

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Shane Fields  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Albany Independent School District Tel. ( 325 ) 762-3974

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson: Mrs. Betsy Parsons  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

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

1. Number of schools in the district:     \_\_\_X\_\_\_ Elementary schools  
   \_\_\_   \_\_\_ Middle schools  
   \_\_\_   \_\_\_ Junior high schools  
   \_\_\_   \_\_\_ High schools  
   \_\_\_X\_\_\_ Other (Junior/Senior High School)
- \_\_\_2\_\_\_ TOTAL
2. District Per Pupil Expenditure:     \_\_\_ \$ 8,202 \_\_\_  
     Average State Per Pupil Expenditure:     \_\_\_ \$8,916 \_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_5\_\_\_ Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	22	33	7			
K	21	25	46	8			
1	18	18	36	9			
2	17	18	35	10			
3	15	16	31	11			
4	13	15	28	12			
5	21	27	48	Other			
6	17	24	41				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>298</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>83</u> % White                         |
| <u>2</u> % Black or African American      |
| <u>14</u> % Hispanic or Latino            |
| <u>0</u> % Asian/Pacific Islander         |
| <u>1</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                         |

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

7. Student turnover, or mobility rate, during the past year: 14 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	43
<b>(4)</b>	Total number of students in the school as of October 1	298
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.14
<b>(6)</b>	Amount in row (5) multiplied by 100	14%

8. Limited English Proficient students in the school: 5 %  
14 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish
9. Students eligible for free/reduced-priced meals: 50 %  
 Total number students who qualify: 149

10. Students receiving special education services: 11 %  
35 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>    </u> Deafness	<u>9</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>21</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>39</u>	<u>4</u>

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

13. Attendance Patterns as percentages

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	95%	95%	96%
Daily teacher attendance	96%	94%	95%	95%	95%
Teacher turnover rate	14%	4%	4%	1%	4%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

## **PART III - SUMMARY**

---

In a culturally and historically rich community heralded by area, state and regional publications as “the coolest small town in Texas,” it is with no doubt that Nancy Smith Elementary in Albany, Texas, strives to create its own descriptive label—“the coolest small school!” Located at the eastern edge of West Texas, this community of 1900 is proud of its elementary education program that continues to receive state recognition for excellence.

The Title I Schoolwide Campus with a 52% economically disadvantaged student population employs an outstanding staff that unselfishly contributes time and effort to meet the school mission – to provide a quality education for all learners enabling them to function effectively, successfully, and productively in our society. Students are challenged to exceed the state’s minimum expectations at each grade level.

It is “heart” that contributes to the success of Nancy Smith Elementary. Each of the 298 students is an important and precious person whose need drives decision-making with regard to staffing, budgeting, and curriculum planning. Every member of the faculty and paraprofessional staff is recognized as Highly Qualified by No Child Left Behind standards.

Nancy Smith Elementary School has earned Title I Distinguished status each year since 2000 and was one of 26 Texas schools nominated as a National Title I Distinguished School in the 2004-2005 school year. The campus has received the highest rating awarded by the Texas Education Agency (TEA) eight out of the last ten years. The Exemplary rating was missed by a narrow margin in those two years. Gold Performance Acknowledgement and Commendations in reading, math, writing, and science have been earned from the state the past 2 school years. Comparable improvement in mathematics was awarded to the campus in 2004-2005 for outstanding performance and improvement.

Nancy Smith Elementary School students in grades 3 through 6 pass the Texas Assessment of Knowledge and Skills at a much higher rate than the state averages. Additionally, a large percentage of our students receive Commended Performance, which is earned when a student correctly answers 89% to 95% of the questions, depending on the grade-level and subject area assessment. The outstanding performance of our students is attributed to extreme efforts by the faculty and staff, administration, parents, and community members to provide students with opportunities and life experiences that enhance the curriculum for each grade and subject area.

Opportunity for all children is an understatement at Nancy Smith Elementary. Every effort is made to provide activities beyond the classroom and students have visited NASA, Fort Worth’s Museum of Science and History, Safety City, the Abilene Zoo, Fort Griffin State Park, the Abilene Ballet, and Albany’s Old Jail Art Center. These experiences give students opportunities to enjoy a variety of motivational experiences that encourage academic growth and knowledge of local history.

Each school week begins with a newsletter published by the principal, each day starts with announcements and pledges led by members of our Sixth Grade Leadership Team. Having logged almost 500 hours in the first eighteen weeks of the school year, faithful parent and community volunteers read to students, serve as tutors and mentors, create bulletin boards, organize and assist with special programs and events, and maintain the campus reward store, Cub Mart.

To broaden the scope of studies for each student, participation in Texas University Interscholastic League academic competitions is encouraged. The faculty, students, and parent volunteers work long hours to adequately prepare students. Nancy Smith Elementary has taken the lion’s share of awards at the district level and typically wins the meets.

Nancy Smith Elementary participates in a Positive Behavior Support Initiative and serves as a model for schools in the Region 14 Education Service Center area. Documentation of discipline from kindergarten through 6<sup>th</sup> grade is uniform and incentives are given for positive behavior. Faculty and administration believe there is a link between positive behavior and high academic achievement.

High expectations, a positive climate, teamwork, highly qualified individuals and dedication to purpose are the factors that create and maintain a quality educational experience for the students. The needs of each child are at the very heart of Nancy Smith Elementary School.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results

Results from statewide assessments, achievement tests, reading inventories, and STAR Reading Assessments are an integral part of planning and implementation of instruction at Nancy Smith Elementary. Results from formal and informal assessments are combined with teacher and parent observation to determine programs and instructional strategies throughout the campus.

The data reflected in the Blue Ribbon Schools Application are from the Texas Assessment of Knowledge and Skills (TAKS) test that is developed by and distributed through the Texas Education Agency. The state assessment measures student understanding and use of essential skills in reading, writing, mathematics, and science. Each subject-area/grade-level test is based on the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Disaggregated test data from the TAKS assessment enables the faculty and staff to identify strengths and weaknesses of individual students, specific classes, or the campus as a whole. Curriculum decisions and intervention plans are made based on the disaggregated test results.

The state passing standards for TAKS math, reading, writing, and science for grades 3 through 6 ranges from 63% to 75%. Commended Performance ranges from 89% to 95%. TAKS tests are scored and results are reported by the state, region, school district, and campus in each subject and grade-level. Results of the Texas Assessment of Academic Skills by state, region, district, and campus may be viewed at: <http://www.tea.state.tx.us/perfreport/aeis/2005/index.html> and <http://www.tea.state.tx.us/student.assessment/reporting/taksagg/yr0405/index.html>.

Over the past ten years, at least 94% of each class that took the TAKS test exceeded the standard set by the state in mathematics. Teachers and students were challenged to increase the number of students who attained Commended Performance in 2003. The challenge was met with planning and diligent efforts, and as a result the students achieved outstanding performance in all grades in which the assessment was administered. In the area of mathematics, commended performance rose 58% in 3<sup>rd</sup> grade, 30% in 4<sup>th</sup> grade, 15% in 5<sup>th</sup> grade, and 32% in 6<sup>th</sup> grade over a 3-year period. Similar increases were accomplished in 3<sup>rd</sup> and 6<sup>th</sup> grade reading.

Special education students who take the State Developed Alternative Assessment (SDAA) II typically take grade-level assessments and have shown dramatic improvement. The SDAA II individual student report indicates “TAKS Equivalency” when a student demonstrates performance in reading or mathematics that is equivalent to the “Met Standard” on TAKS. This past year 75% of those who were tested on SDAA II reading met “TAKS Equivalency” standard and 48% met that same standard in mathematics. The number of special education students who performed well on the assessment drove the decision to implement more inclusion for special education students.

In addition to the TAKS tests, informal assessments are administered to all students on an ongoing basis. Teachers in kindergarten through 6<sup>th</sup> grade use the results of each assessment to guide instruction, to place students in flexible groups, plan for re-teach or review, and to determine tutoring needs for individual students. The results of assessments and teacher and parent observations are used to identify students who need accelerated instruction.

Kindergarten, 1st, and 2<sup>nd</sup> grade students are formally assessed through standardized achievement tests each spring. Results of the achievement tests, along with informal assessments and teacher observation are used to determine specific areas for remediation and to place students in appropriate programs that are designed to accelerate instruction and reinforce deficient skills.

Teachers collaborate to plan and develop consistent teaching strategies and vertically align the curriculum. Planned release time has afforded teachers the opportunity to effectively communicate, plan, collaborate, and implement strategies that are based on assessment results.

## **2. Using Assessment Results**

Assessment results from the Texas Assessment of Knowledge and Skills (TAKS), the State Developed Alternative Assessment (SDAA-II), the Texas Primary Reading Inventory (TPRI), STAR Reading Assessments, and achievement test results are utilized to determine strengths, weaknesses, and any disparity in student performance. The principal, classroom teachers, and curriculum specialists work together to find correlations between the curriculum, teaching strategies, and the Texas Essential Knowledge and Skills (TEKS).

Determined weaknesses or disparities are addressed through a variety of teaching techniques, learning styles, flexible grouping, intervention classes, and supplemental programs. Several research-based programs designed to meet the needs of our students are utilized at Nancy Smith Elementary.

Some of the programs used to accelerate learning and promote student success are:

- Read Naturally – Emphasis on fluency and comprehension, K-6
- Primary Phonics – Phonics intervention, K-1
- Touch Phonics – Hands on approach to phonics intervention, K-1
- Alpha Phonics – Targets identified dyslexic students, administered by our Certified Language Therapist
- Otter Creek Institute Math Program – A structured program of sequential practice on math skills.

Results from informal assessments, standardized tests, and TAKS benchmark tests are also used to identify students for tutoring, peer grouping, after-school programs, and enrichment activities. Effective programs, based on assessed strengths and weaknesses of the students, combined with proven teaching techniques that meet student needs have improved student performance.

## **3. Communicating Assessment Results**

Communication is an integral component of the success of Nancy Smith Elementary School (NSES) students. Letters to parents are regularly sent home from a child's teacher and the principal's office. Weekly communications are available through classroom newsletters, assignment folders, "a week at a glance," and through the *NSES News*, a column in the local weekly newspaper.

Albany Independent School District and Nancy Smith Elementary School release Texas Assessment of Knowledge and Skills (TAKS) results to the public through the local newspaper and the district web site as soon as the results are released by the Texas Education Agency.

In addition, a copy of each student's TAKS Confidential Report is mailed directly to the parent or guardian. The report is attached to a letter from the principal that explains the results and encourages parents to set up an appointment if there are concerns or questions regarding his or her child's assessment report. Teachers discuss a child's results with parents at parent/teacher conferences.

The Texas Education Agency issues a School Report Card to every public school district in the state. The report card compares local TAKS scores to state and regional results. Every parent receives a copy of the report card with his or her child's six-week report card. Results are also published in the local newspaper, and a public forum is scheduled for discussion and questions about the report.

Each school year begins on a positive note with a parent forum. Parents and students meet the child's teacher for the coming school year and information regarding academic and behavioral expectations is disseminated. Teachers inform parents about the formal assessment process and communicate the expectations for that grade-level.

Effectively communicating assessment results to teachers, parents, and the community facilitates a positive working partnership between the school and the community. The end result is enhanced academic performance for all students.



#### **4. Sharing Success**

The faculty and staff of Nancy Smith Elementary School (NSES) enjoy celebrating successes with students, parents, and colleagues. Nancy Smith Elementary has built a reputation for success throughout the region and readily shares programs, pertinent information, effective strategies, and exemplary teaching practices with personnel from other school districts.

Several teachers from pre-kindergarten and Head Start through 6<sup>th</sup> grade have been called upon by the Region XIV Education Service Center (ESC) to share their expertise and outstanding practices with other schools through workshops and symposiums. Personnel from Region XIV ESC often refer questions to the campus principal and send area teachers to observe practices and programs that have been successfully implemented on the NSES campus. The principal is invited annually to present information in workshops for beginning administrators.

Scores from every campus in Texas are posted online and are available for any person to see. Numerous administrators who are interested in learning about strategies and programs that would improve student and campus performance have contacted the principal after learning about the success rate of Nancy Smith Elementary.

Teachers at Nancy Smith Elementary communicate and learn from one another on a regular basis through shared planning periods and daily lunch discussions. Weekly grade-level meetings allow teachers to collaborate as they share information from professional development activities and research and develop plans to improve student behavior and academic performance.

Faculty and staff members of Nancy Smith Elementary provide a warm and positive learning environment in which visitors are warmly greeted and received. Campus personnel eagerly share successful practices and programs with one another and with educators from other schools.

## **PART V – CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum**

Curriculum at Nancy Smith Elementary School is built upon the state standards, the Texas Essential Knowledge and Skills (TEKS), which include reading, mathematics, science, social studies, and the arts. Teachers collaborate extensively to align all curriculum areas vertically and horizontally. Campus standards are high and promote a significant level of achievement for all children.

The reading and language arts programs ensure success for all through a multi-sensory approach that is designed to meet individual needs. Small student groups and highly-trained, experienced teachers promote a balanced approach to learning through instruction that addresses different learning styles and increased comprehension. Phonics, fluency, sound/letter relations, and comprehension are integrated with literary elements and critical thinking skills to enhance student learning and understanding. Writing teachers incorporate components of the Write Traits Program, Cheryl Cox workshops, and the Barry Lane Revising Workshops through the Region XIV ESC. Pre-writing, editing, and final writing are encouraged at all grade levels through student essay contests and student writing that is published in the local newspaper.

The mathematics programs provide opportunities to develop critical thinking and problem-solving skills that enable students to make connections to the real world. State adopted textbooks and teacher-developed materials engage students in the use of mathematical skills that involve reasoning, algebraic thinking, measurement, probability, and statistics.

Active learning opportunities abound in the science classes at Nancy Smith Elementary. Students are involved in hands-on activities, labs, and projects that increase subject-area knowledge, critical thinking, and discovery learning. Interdisciplinary science instruction creates connections to the natural world while integrating reading and math. Technology is utilized to provide extensive information in science as students take online field trips and prepare Power Point presentations. Local science fairs, Soil

and Water Conservation poster contests, and agriculture activities through the United States Farm Service Agencies increase students' science understanding and allow opportunities to showcase student learning.

The social studies curriculum offers opportunities to identify, analyze, compare, and discuss information related to history, government, geography, economics, citizenship, and culture through learning activities and performance tasks. Project participation, skit writing, and public performance integrate visual and performing arts into the social studies curriculum.

Fine arts and daily physical education complete a well-planned and balanced education for students of Nancy Smith Elementary. Every student in pre-kindergarten through 6<sup>th</sup> grade has art class one time each week with a certified art instructor. "Art-to-Go" activities are provided on request by the education program of Albany's critically acclaimed Old Jail Art Center. General music classes are offered to students from pre-kindergarten through 4<sup>th</sup> grade. Students regularly perform for the student body and the community and are spotlighted at special community events. Students in grades five and six enter the band program where they learn to value music more through mastery of an instrument.

Organized daily physical education classes emphasize skills in coordination, agility, and physical development. Skill demonstrations are presented to the community at various times during the school year. Additionally, local Tae Kwon Do and dance instructors volunteer their time to offer an added dimension to physical education activities. Nancy Smith Elementary targets health and wellness through the Texas Comprehensive School Health Network and utilizes the Coordinated Approach to Child Health (CATCH) program to promote healthy food choices and activities. The Character Counts program that is based on the Six Pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship is taught to instill character and ethical values in all children.

Outstanding student performance that is based on high expectations has become the standard for Nancy Smith Elementary School. This standard has been developed and maintained through the implementation of TEKS-based curriculum that promotes exemplary academic performance, community involvement, character building, and healthy lifestyles.

## **2a. Reading**

Reading instruction is the foundation of all curricula. The belief of Nancy Smith Elementary School is that children must develop a solid foundation in reading to approach all subjects successfully and productively. The goal is for all students to be able to read and comprehend grade level material and other reading materials they choose to experience the joy of success in reading.

To build this foundation and achieve this goal, all students in grades K-2 participate in a phonics-based program aligned to the Texas Essential Knowledge and Skills (TEKS) that presents new learning in small increments that are reviewed daily to provide the reinforcement needed to achieve success. Children are given many tools to develop their reading ability. One of the skills is how to code words themselves by marking common vowel patterns and letter clusters. Coding helps students identify the sound of each letter or cluster and successfully read the word. However, coding is used only until the phonetic principles become automatic.

While phonetics are basic to the reading curriculum, students are given numerous opportunities to experience language, build their vocabularies, and develop a love for reading through appropriate, authentic literature. Teachers, as well as volunteers, regularly read aloud in class, and comprehension is assessed in a variety of ways. Fluency is stressed, and teachers and volunteers track as students read orally, thus helping readers find rhythm and flow in the written word.

Teachers in grades 3-6 use a variety of resources to offer a well-rounded reading curriculum. In addition to state-adopted curriculum aligned to the TEKS and Texas Assessment of Knowledge and Skills (TAKS) objectives, supplemental materials and teacher-created materials are used. Novels are a stimulating component of the reading curriculum. Comprehension is assessed frequently, oral reading is encouraged, and projects are often assigned to provide opportunities for individual interpretation and expression. At all grade levels, students participate in the Accelerated Reader program and receive incentives for each milestone that is achieved.

### **3. Mathematics**

Based on the TEKS, mathematics curriculum at Nancy Smith Elementary is designed and taught by highly qualified teachers in a way that challenges students and encourages upper-level thinking. Focused on problem solving and critical thinking, math programs are designed to enable all learners to successfully utilize math skills and provide them with the tools necessary to be productive in society. Beginning in kindergarten, emphasis on basic math skills, lessons designed to link math to everyday experiences, and hands-on activities make math meaningful for each student. Kinesthetic activities and presentations through various learning styles are incorporated appropriately to ensure that every learner is given the opportunity to master each new skill.

Third grade is the first year students are assessed with the state-required TAKS test. In preparation for the test, second and third grade teachers have worked together to develop materials and strategies that will tie second grade TEKS to TAKS-oriented lessons and assessments.

Math teachers have collaborated to align curriculum vertically and share successful methods of teaching the challenging aspects of problem solving and reasoning. Instructors of the departmentalized intermediate grades have vertically aligned the teaching of problem solving strategies to enable students to have a smooth transition from one level to the next. Skill building and a strong mathematics foundation ensure mathematical success for students.

Cooperative-learning groups, peer tutoring, use of technology, manipulatives, meaningful group and individual projects, and excellent direct instruction are combined to create an environment in which students are encouraged to actively participate and take risks. Results of ongoing formal and informal assessments are utilized to design and modify instruction and intervention for all student groups.

### **4. Instructional Methods**

Instructional methods necessary to meet the needs of all students are as varied as the students themselves. Knowing that students learn from different styles of teaching and at various rates, teachers build elements into each lesson and activity that are designed to meet the needs of all learners. Administration and staff work together to create an environment where children feel safe, cared for, and free to express themselves. In an atmosphere such as this, children are given the tools to achieve success.

Accomplishing this task requires flexibility, collaboration, and creativity. Classrooms are set up to accommodate direct instruction, cooperative grouping, tutoring, and independent study. Depending on the nature of the objective or skill to be presented, lessons may progress from direct instruction to modeling to group discovery to independent study. For some skills, it may be appropriate to begin with group discovery and progress towards independence. No matter the sequence, the focus is always the same – increased student achievement through increased learning, and retention through effective teaching, modeling, drill and practice, and review.

Technology is the door to the future and every classroom is equipped with at least three networked computers with student access to the Internet and programs designed to enhance the curriculum. Three computer labs are available, and time in these labs is scheduled each week for class instruction in keyboarding skills and/or computer literacy.

Since virtually every learner can be reached through a hands-on approach, math manipulatives, math tools, science experiments, student projects, art activities, and other kinesthetic activities are employed regularly. Other school-wide activities such as an annual Grandparents' Week, the Veterans Day Program, district-wide academic competitions, field trips, achievement celebrations, and theme days create memorable experiences and provide a recipe for success for each student at Nancy Smith Elementary School.

## **5. Professional Development**

Professional development activities for Nancy Smith Elementary focus on building student successes academically, behaviorally, and emotionally. Workshop selection is based on needs assessments developed from parent/teacher surveys and student assessment results.

Each member of the teaching staff and paraprofessional staff is required to choose research-based professional development activities and attend a minimum of twelve hours of professional development during the summer. From a variety of workshops and training sessions, one has the opportunity to observe new instructional strategies and skills and integrate newly acquired methods into individual teaching styles. Choice is key to selecting training sessions that meet the teacher's needs and learning style. Local teachers may choose training from workshops at the Region XIV ESC or professional coursework from colleges, universities, institutes, or conferences.

During the school year, the school district provides an additional eighteen hours of professional development that addresses important issues and covers a variety of content areas. All teachers are required to attend an initial thirty hours of training in Nature and Needs of Gifted and Talented Students and to update yearly with at least six hours of training that relates to the needs of gifted students.

Faculty members are encouraged throughout the year to stay current with trends in education and to grow professionally by attending training opportunities appropriate to their assignment. Albany Independent School District builds into the budget funds for these learning opportunities and substitute teachers. District funds may be used to assist teachers attending conferences that will enhance their potential to affect student achievement. The administration encourages professional learning and gives an opportunity for the sharing of proven methods and strategies that positively impact the ever-increasing range of student needs.

## PART VII - ASSESSMENT RESULTS

### Texas Assessment of Knowledge and Skills-Criterion Referenced Test Grade 3 Reading (Language Arts or English)

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

#### State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	March	March
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	>99%	>99%	93%
% At Commended Performance	76%	52%	45%
Number of students tested	25	48	31
Percent of total students tested	83%	96%	84%
Number of students alternatively assessed	5	2	6
Percent of students alternatively assessed	17%	4%	16%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	>99%	91%
% At Commended Performance	NA	53%	31%
Number of Students Tested	NA	21	13
2. White			
% At or Above Met Standard	>99%	>99%	96%
% At Commended Performance	77%	58%	46%
Number of Students Tested	22	40	24

NA indicates <10 students assessed.

**Texas Assessment of Knowledge and Skills-Criterion Referenced Test  
Grade 4 Reading (Language Arts or English)**

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	88%	91%	100%
% At Commended Performance	29%	33%	35%
Number of students tested	42	36	37
Percent of total students tested	91%	92%	90%
Number of students alternatively assessed	4	3	4
Percent of students alternatively assessed	9%	8%	10%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
% At or Above Met Standard	80%	86%	100%
% At Commended Performance	18%	25%	20%
Number of Students Tested	21	17	15
Number of Students Tested			
<b>2. White</b>			
% At or Above Met Standard	91%	>99%	100%
% At Commended Performance	29%	38%	43%
Number of Students Tested	35	26	30

**Texas Assessment of Knowledge and Skills-Criterion Referenced Test  
Grade 5 Reading (Language Arts or English)**

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	February	April	April
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	97%*	87%	88%
% At Commended Performance	31%	38%	29%
Number of students tested	36	39	34
Percent of total students tested	88%	89%	85%
Number of students alternatively assessed	5	5	6
Percent of students alternatively assessed	12%	11%	% 15
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
% At or Above Met Standard	94%	88%	73%
% At Commended Performance	18%	31%	11%
Number of Students Tested	17	17	11
Number of Students Tested			
<b>2. White</b>			
% At or Above Met Standard	96%	88%	88%
% At Commended Performance	39%	39%	30%
Number of Students Tested	28	33	33

\* percent after 2<sup>nd</sup> test administration

**Texas Assessment of Knowledge and Skills-Criterion Referenced Test  
Grade 6 Reading (Language Arts or English)**

Subject Reading Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	>99%	97%	97%
% At Commended Performance	59%	53%	44%
Number of students tested	39	38	36
Percent of total students tested	87%	88%	86%
Number of students alternatively assessed	6	5	9
Percent of students alternatively assessed	13%	12%	20%
<b>SUBGROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
% At or Above Met Standard	>99%	92%	100%
% At Commended Performance	40%	30%	38%
Number of Students Tested	17	13	12
<b>2. White</b>			
% At or Above Met Standard	>99%	>99%	97%
% At Commended Performance	66%	54%	42%
Number of Students Tested	32	35	33



**Texas Assessment of Knowledge and Skills-Criterion Referenced Test  
Grade 3 Mathematics**

Subject Mathematics Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	96%	>99%	96%
% At Commended Performance	64%	50%	6%
Number of students tested	25	48	31
Percent of total students tested	83%	96%	84%
Number of students alternatively assessed	5	2	6
Percent of students alternatively assessed	17%	4%	16%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	<99%	90%
% At Commended Performance	NA	42%	0%
Number of Students Tested	NA	23	11
2. White			
% At or Above Met Standard	95%	>99%	100%
% At Commended Performance	68%	55%	4%
Number of Students Tested	22	40	25

NA Indicates <10 students were assessed.

**Texas Assessment of Knowledge and Skills-Criterion Referenced Test  
Grade 4 Mathematics**

Subject Mathematics Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	95%	97%	97%
% At Commended Performance	54%	23%	24%
Number of students tested	41	35	37
Percent of total students tested	88%	88%	90%
Number of students alternatively assessed	5	4	4
Percent of students alternatively assessed	12%	11%	10%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	89%	92%	92%
% At Commended Performance	48%	0%	10%
Number of Students Tested	20	16	15
2. White			
% At or Above Met Standard	>99%	96%	100%
% At Commended Performance	56%	27%	30%
Number of Students Tested	34	26	30

**Texas Assessment of Knowledge and Skills-Criterion Referenced Test  
Grade 5 Mathematics**

Subject Mathematics Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	94%	97%	100%
% At Commended Performance	42%	51%	27%
Number of students tested	36	39	33
Percent of total students tested	88%	89%	83%
Number of students alternatively assessed	5	5	7
Percent of students alternatively assessed	12%	11%	17%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	88%	>99%	100%
% At Commended Performance	29%	46%	22%
Number of Students Tested	17	17	11
2. White			
% At or Above Met Standard	96%	97%	100%
% At Commended Performance	43%	55%	28%
Number of Students Tested	28	33	32

**Texas Assessment of Knowledge and Skills-Criterion Referenced Test  
Grade 6 Mathematics**

Subject Mathematics Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

**State Tests**

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
<b>SCHOOL SCORES</b>			
% At or Above Met Standard	>99%	>99%	100%
% At Commended Performance	72%	73%	40%
Number of students tested	39	37	35
Percent of total students tested	87%	86%	78%
Number of students alternatively assessed	6	6	10
Percent of students alternatively assessed	13%	14%	22%
<b>SUBGROUP SCORES</b>			
1. Economically Disadvantaged			
% At or Above Met Standard	>99%	>99%	100%
% At Commended Performance	66%	60%	13%
Number of Students Tested	17	12	12
2. White			
% At or Above Met Standard	>99%	>99%	100%
% At Commended Performance	75%	71%	41%
Number of Students Tested	32	34	32