
South Knoll Elementary School

Campus Improvement Plan 2009-2010

South Knoll Elementary School creates an environment that educates and nurtures children in a way that meets the needs of every student so that they can become life-long learners and successful, contributing members of society.



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

In reviewing the demographic composition of South Knoll over the past ten years, the percentage of Hispanic students has steadily increased from 11% to 34% as well as the numbers of economically disadvantaged students (38% to 54%). 21% of our student population is Limited English Proficient (LEP). The number of white students has decreased from 65% to 45% while the African American population increased from 12% to 15%. Currently, 45% of our students are considered “At-Risk” and the student mobility rate is 21%. This data is important as we realize the gradual change in demographics and how it directly impacts the services we provide for students. Additional resources, training and support are needed for the ESL/Bilingual program, particularly as the dual language program expands.

All South Knoll teachers and paraprofessionals meet the requirements and are considered “Highly Qualified” according to Title I requirements. In addition, 62% (27) of the professional teaching staff are ESL-certified. As the number of LEP students increase, having certified ESL teachers becomes more critical. Also, South Knoll met Adequate Yearly Progress requirements for the school year.

Although TEA’s passing standards for TAKS have steadily increased over the past three years, a substantial decrease in Hispanic math achievement scores occurred in 2005. With a total of 73 Hispanic students taking the math TAKS in 2009, 87% of the 3rd graders and 80% of the 4th graders met the passing standard. In addition, only 84% (93 out of 111) of our economically disadvantaged students passed the math test.

			’03	’04	’05	’06	’07	’08	’09
<u>Hispanic</u>	Writing	TAAS: 75 - 100%	TAKS: 82%	100%	77%	96%	85%	96%	92%
	Reading	TAAS: 71 - 100%	TAKS: 89%	88%	89%	90%	84%	86%	89%
	Math	TAAS: 73 - 98%	TAKS: 95%	94%	65%	75%	74%	76%	84%

South Knoll has consistently maintained a good attendance rate (96-97%). Although overall attendance is good, there were 15 students who were absent for 17 or more days during the school year. In addition, teachers have documented a problem with students arriving late to school. With the school day beginning at 7:50 a.m., we find students consistently arriving anytime from 8:00-8:45 a.m.

The number of individual students receiving discipline reports increased from 105 to 142. There were 396 discipline reports filed during the school year, an increase of 165 reports from the previous year. Two factors may have contributed to the increase in discipline referrals. First, the enrollment at South Knoll increased by 126 students during the 2008-2009 school year as compared to the 2007-2008 school year. Additionally, 41% (165) of the total discipline reports were generated by six students who required intense intervention. Bus referrals increased from 28 to 45 for the school year. Consequences for misbehavior include conferencing with students, parent contact/conference, loss of privileges, time out and in-school suspension. Five students were referred for LEAP placement for the 2008-09 school year. One student was placed in the Adaptive Behavior class at Pebble Creek for the 09-10 school year.

South Knoll Elementary School 2009-10 Goals and Objectives

Goal 1: All students will achieve academic success.

Objectives:

1. All students will pass the state and district-mandated tests.
2. Available technology will be utilized as an instructional and management tool.

Goal 2: Educational opportunities will meet the unique academic, social and emotional needs of all students.

Objectives:

1. Instruction will be driven by on-going student assessments, providing differentiated instruction for all students.
2. Teachers will utilize a variety of instructional strategies to provide authentically engaging work for students.
3. Teachers will utilize interventions and strategies for students with special needs.

Goal 3: Educational practices will be predicated on scientifically-based research.

Objectives:

1. All staff members will participate in ongoing professional development focused on best practices in literacy and numeracy.
2. All staff members will increase professional capacity through participation in collegial conversations.

Goal 4: Parents and community members will be actively engaged.

Objectives:

1. Staff members will increase parent and community involvement in academic functions.
2. Staff members will actively communicate with parents and community members.

Goal 5: A safe and supportive environment will be provided for all students.

Objectives:

1. Students and staff members will comply with campus safety procedures and plans.
2. Staff members will utilize consistent school-wide expectations for student behavior.
3. Staff members will provide a positive working and learning environment.

Campus Improvement Plan Committee

NAME	POSITION
Amy Anderson	Early Intervention Specialist, Instructional Coach
Joy Cheshier	Teacher, Fourth Grade, Dual Language, Curriculum Coach
Anne Foster	Teacher, Reading Specialist
Maureen Haggerty	Teacher, Resource, Special Education
Tiffany Hammer	Teacher, Kindergarten, ESL
Melissa Holliday	Parent
Maggie Kruse	Teacher, Second Grade, ESL
Lily Martinez	Teacher, Bilingual Reading/Dyslexia Specialist
Sally McKnight	Teacher, Math Specialist
Suzy Mills	Teacher, Fourth Grade, ESL
Robin Oberg	Director of Special Programs, Central Office Representative
Bart Pany	Business/Community Representative
Marla Ramirez	Academic Coordinator
Laura Richter	Principal
Annie Roth	Teacher, Enrichment Specialist
Ann Shafer	Teacher, First Grade, ESL
Erin Supak	Teacher, First Grade, ESL, Instructional Coach
Kathy Smith	Teacher, Third Grade, ESL
Marta Swanner	Teacher, Bilingual Second Grade
Dan Wier	Math Specialist

Goal 1: All students will achieve academic success.**Objective #1: All students will pass the state and district-mandated tests.**

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.1.1	Disaggregate and disseminate objective/item analysis of release TAKS/Early Literacy Assessments results and any benchmark testing to all staff members and teachers in grades K-4.	Academic Coordinator	DMAC/teacher data Time to share & discuss ADM training as needed	September	Evidence of data driven instruction & determination of specific needs
1.1.2	3 rd and 4 th grade level teachers will meet together with math and reading specialist to conduct TAKS objectives item analysis after benchmark/release tests have been given.	Reading and Math Specialists Classroom Teachers	1 day sub for each teacher per subject area \$1,000 (Title I)	October March	Sign in sheet Summary report.
1.1.3	Round table meetings (Campus Intervention Team) with K-4 grade teachers, curriculum specialists and administrators will be conducted to discuss individual benchmark results and appropriate interventions needed.	Administrators	Time data	K-4 th – End of second and 4 th six weeks	File created for monitoring
1.1.4	ARI/Tutoring will be provided during school hours to students below minimum expectations on Early Literacy Assessments or practice TAKS in Spanish and English.	ARI/Tutoring teachers	Assessment, teaching materials (in Spanish and English), time \$3,250 ARI	October 15, January 15 May 15	Early Literacy Assessments/TAKS scores ARI lesson plan based on learning cycle
1.1.5	AMI/Tutoring will be provided during school hours to students below minimum expectations in math.	AMI/Tutoring Teachers	Assessment, teaching materials (in Spanish and English), time \$3,250 AMI	K – January 1 st -4 th – end of 2 nd 6 weeks Following release TAKS (3 rd & 4 th)	Data document
1.1.6	Tutoring will be provided for 3 rd & 4 th grade students scoring below minimum expectations on TAKS benchmark assessment	3 rd & 4 th Grade Lead Teacher	Substitutes \$1,500 (Title I)	March & April	Benchmark scores & TAKS scores
1.1.7	Utilize <i>Study Island</i> software to individualize student practice over targeted skills in math & reading	2 nd , 3 rd & 4 th Grade Teachers Math & Reading Specialists Special Education Teacher	Internet Time \$1,800 (ARI/AMI)	October	Student performance reports

Goal 1: **All students will achieve academic success.**

Objective #2: *Available technology will be utilized as an instructional and management tool.*

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.2.1	Mobile labs will be utilized for student use such as research, publishing, web quest, and library online catalog.	Librarian	Mobile carts Time	May	Log-in sheet
1.2.2	The campus will continue subscription and use to United Streaming Instructional Video Website	Technology Committee	\$750 for subscription Teacher classroom computer Classroom television	May	Website usage
1.2.3	The campus will continue to use technology to manage online report cards/Gradebook 2 for grades 2-4.	Classroom teachers Principal's Secretary	Time	Weekly	Report Cards
1.2.4	The campus will continue to communicate through "Subs & Such" campus-wide e-mail.	Workroom Asst.	Time, e-mail	Daily	Daily e-mail
1.2.5	Staff members will utilize electronic communications with parents (i.e. e-mail, teacher webpages, electronic newsletters).	Classroom teachers	Time, e-mail	May	Electronic communications
1.2.6	Conduct training on available technology resources (software and hardware) for new teachers.	Integration Specialist Academic Coordinator	Handouts	October	Sign-in sheets
1.2.7	A list of available technology resources will be created, updated and made accessible to staff through First Class Faculty Information folder.	Technology Integration Specialist Librarian	Time First Class	End of 1 st six weeks Monthly updates	List of resources

Goal 2: **South Knoll's educational opportunities will meet the unique academic, social and emotional needs of all students.**

Objective #1: ***Instruction will be driven by on-going student assessments, providing differentiated instruction for all students.***

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.1.1	Teachers in grades 1-4 will conduct a fluency probe and running record with comprehension check on every student at the beginning of the year.	Curriculum Council representatives	Time	September	Assessment data
2.1.2	Teachers in grades 3-4 will conduct fluency probes and running records with comprehension check for students who are working below grade level.	Curriculum Council representatives	Time	Once per six weeks	Assessment data
2.1.3	Teachers in grade K will conduct running records with comprehension check for those children who are ready for guided reading (one to one correspondence and return sweep).	Curriculum Council representatives	Time	Every three to six weeks	Assessment data
2.1.4	Teachers in grades 1-2 will conduct on-going fluency probes and running records with comprehension check for students not meeting benchmark expectations.	Curriculum Council representatives	Time Benchmark Expectations as developed by Literacy Committee	Once per six weeks	Assessment data
2.1.5	Develop literacy benchmarks for fluency, reading level and comprehension.	Vertical Grade Level Committee Reading Specialist Early Intervention Specialist	Time	End of second six weeks	Developed benchmark expectations
2.1.6	Teachers will utilize the writing process through the daily use of draft books to drive individual, small group and whole group language arts instruction.	Curriculum Council representatives	Time Draft books	September Chalk Talk-training Random checks throughout first semester	Walk-through data Draft books
2.1.7	Fourth grade teachers will administer reading, writing (Revise/Edit) and math released TAKS assessments.	Curriculum Council representatives	Time Released TAKS	Reading: Oct & March Writing: October Math: February	Assessment data
2.1.8	Second and Third grade teachers will administer reading and math released TAKS assessments.	Curriculum Council representatives	\$1600 for materials Time Released TAKS	3 rd Reading: Oct & Jan 3 rd Math: March 2 nd gr: May	Assessment data

2.1.9	Teachers will collect writing samples (compositions) to benchmark writing progress.	Curriculum Council	Time Writing rubrics	K: Feb & May 1-4: Sept, Feb & May	Writing sample
2.1.10	First and second grade teachers will assess students using the TPRI/Tejas Lee	Curriculum Council representatives	Time	September January May	Assessment data
2.1.11	Kindergarten teachers will assess students using the Marie Clay Observation Survey and TPRI/Tejas Lee.	Kindergarten lead teacher	Time	September January May	Assessment data
2.1.12	K-4 teachers will use informal assessments along math CBM data to form groups for small group instruction.	K-4 teachers	Time	End of each six week grading period	Assessment data

Objective #2: *Teachers will utilize a variety of instructional strategies to provide authentically engaging work for students.*

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.2.1	Teachers will provide concrete, hands-on, multi-sensory experiences prior to teaching abstract concepts.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.2	At least 60% of science instruction will be inquiry-based and hands-on.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.3	Teachers will provide small group language arts and math instruction based on student needs and assessments.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.4	Teachers will utilize the “TO (modeling/demonstrations), WITH (shared/guided), and BY (independent)” framework when planning instruction in all content areas, including number talks, reading and writing demonstrations, guided reading, problem solving	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.5	Utilize “Reading Tools” (available in English and Spanish) resource when planning reading instruction.	Classroom Teachers Administrators	Time Translation costs	May	Walk-through data
2.2.6	Develop a standardized math problem solving graphic organizer in both English and Spanish to be utilized in grades K-4	Vertical teams Math Specialist	Time	August	Developed model
2.2.7	Teachers will develop and utilize learning stations/centers to support small-group instruction in all content areas.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.8	Language Arts (reading, writing, listening, speaking) will be integrated across all content areas.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.9	Teachers will provide explicit vocabulary development before, during and after content area instruction.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.10	Investigate campus-wide vocabulary and oral language development approach.	Vertical Committees	Time	December	Vocabulary development resources
2.2.11	Teachers will utilize the Essential Elements of Instruction in the classroom.	Classroom Teachers Administrators	Time	May	Walk-through data

Objective #3: Teachers will utilize interventions and strategies for students with special needs.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.3.1	Utilize Tier One of RTI process by providing small group instruction for all students.	Classroom Teachers	Time	May	Progress Monitoring
2.3.2	Teachers will utilize the SIT process to collaborate with colleagues regarding struggling students.	Grade Level team members SIT members	Time	May	SIT Agendas and Minutes
2.3.3	Develop a management/recording system for student interventions and accommodations.	SIT members	Time	May	Documentation
2.3.4	School-wide enrichment activities will be provided for students.	Enrichment Specialist	Time; Volunteers \$1,000	May	Number of students participating in activities
2.3.5	The Spanish book collection in the school library will be expanded.	Librarian Dual Language teachers	\$3,000	May	Collection development
2.3.6	Spanish leveled readers will be added to the literacy library	Reading Specialist Dual Language teachers	\$3,000	May	Literacy Library development
2.3.7	ESL strategies will be utilized in the classrooms to meet the needs of second language learners	ESL-certified teachers ESL Specialist	Time & materials	May	Improved performance on assessments
2.3.8	Interventions will be provided for identified K-4 students at risk of not performing on grade level.	Early Intervention Specialist; Bilingual Reading Specialist; Reading Specialist; Math Specialist	Time & materials \$3000 (Title I)	May	Improved performance on assessments, report cards decreased number of SPED referrals
2.3.9	Utilize special education modifications and 504 accommodations as stated by each student's individual plan.	All staff	Individual Student Plans	May	Improved performance on assessments, report card

Goal 3: Educational practices will be predicated on scientifically based research.

Objective #1: *All staff members will participate in ongoing professional development focused on best practices in literacy and numeracy.*

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.1.1	Training for teachers to support district and campus balanced literacy initiatives to include running records, Read Naturally, writing process (draft books), reading tools, comprehension monitoring, and literacy benchmarks.	Literacy Committee Curriculum Council Reading Specialist Early Intervention Specialist	Time \$2,500 (Title I) Subs ½ day release time for classroom teachers Chalk Talks Grade Level Meetings	May	Sign in sheets
3.1.2	Training for teachers to support district and campus numeracy initiatives including problem solving strategies, teaching the core curriculum, and small group instruction.	Numeracy Committee Curriculum Council Math Specialist	Time \$2,500 (Title I) Subs ½ day release time for classroom teachers	May	Sign in sheets
3.1.3	Grade levels will meet weekly to plan and develop engaging hands-on work for students that incorporates the essential elements of instruction and the design qualities.	Grade level leaders Academic Coordinator Instructional Specialists	Time	May	Completed plans
3.1.4	Develop a Wiki containing resources in Spanish and English supporting best practices.	Curriculum Council Representatives	Time	August	Wiki available for staff use

Objective #2: ***All staff members will increase professional capacity through participation in collegial conversations.***

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.2.1	Teachers will participate in peer observations with follow-up dialogue to increase understandings of student assessment, planning for, and implementing small group instruction.	Classroom teachers Instructional Coaches	Guiding questions Time	December May	Copies of reflection forms from peer observation dialogue
3.2.2	Professional development experiences will be designed to include opportunities for collegial conversations based on professional resources such as books, videos, and articles.	Literacy Committee Numeracy Committee Curriculum Council Instructional Coach	Time Professional Resources \$2,500	May	Sign In Sheets

2009-10 Staff Development Plan

Friday, August 14	a.m. – District Welcome Back Rally
	p.m. – Nuts & Bolts
Monday, August 17	a.m. – Campus Based Staff Development
	p.m. – Work Day
Tuesday, August 18	District Wide Training
Wednesday, August 19	District Wide Training
Thursday, August 20	a.m. – Campus Staff Development
	p.m. – Professional Learning Communities
Friday, August 21	a.m. – District Specialty Pull-Out/Campus
	p.m. – Work Day
Monday, October 12	Parent Conferences
Friday, January 4	Teacher Work Day
Monday, April 5	Campus Planning
Saturday, May 29	Classroom Planning

Staff Meetings

September 8
October 13
November 10
December 18
January 12
February 9
March 9
April 13
May 11

Chalk Talks

September 22
October 27
November 17

January 26
February 23
March 27
April 27

Goal 4: Parents and community members will be actively engaged.

Objective #1: *The campus will increase parent and community involvement in academic functions.*

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.1.1	The campus will continue to hold fall parent orientation meetings.	Academic Coordinator	Childcare through Kids Klub \$500	September	Increase in parent attendance for orientation meetings evidenced through parent sign-in sheets
4.1.2	An invitation will be extended to all parents to attend South Knoll parenting meetings as organized by Head Start	Family Facilitator	Flyers, time SCE – 0.2 FTE \$4,575	September-May	Increase in K-4 parent attendance as evidenced by sign-in sheets
4.1.3	Teachers will conduct a parent workshop in English and Spanish for parents in 3 rd and 4 th grade. Focus on study strategies, organizational skills, and TAKS reading/math/writing objectives	3 rd and 4 th grade level leaders	Refreshments, door prizes, childcare, time \$1,000	January	Sign-in sheets; Parent feedback through survey/questionnaire
4.1.4	The campus will hold a parent information meeting for upcoming kindergarten parents considering the dual language program for their child.	Academic Coordinator Director of Special Programs	Refreshments, childcare \$250	April	Sign-in sheets; agenda
4.1.5	Teachers will conduct a parent workshop in English and Spanish for parents in K-2 nd grades. Focus on supporting reading and math instruction at home.	K-2 nd grade level leaders	Refreshments, door prizes, childcare, time; \$1,000	November	Sign-in sheets; Parent feedback through survey/questionnaire

Goal 4: Parents and community members will be actively engaged.**Objective #2: The campus will actively communicate with parents and community members.**

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.2.1	The marquee will be updated on a regular basis.	Secretary	PTO Volunteer	Bi-weekly	Current information present
4.2.2	A school newsletter will be distributed to parents, sharing all upcoming school related functions, important information, and celebrations (Spanish and English).	Academic Coordinator	Specific color paper, time, information from teachers Cost of Contracted Translator (\$.06 per word)	Goes home first Monday of each month	Newsletters sent home
4.2.3	Weekly folders will be used as a school communication tool. Separate school information from community fun flyers	Teachers	Folders; Time	Goes home same day each week	Folders sent home weekly
4.2.4	Teachers will ensure parent contact is part of the classroom discipline management plan prior to sending students to the office for discipline referrals, except in extreme circumstances.	Academic Coordinator and Teachers	Parent communication logs	August	Classroom management plan documents this intervention
4.2.5	The campus will send parent, teacher, student compact and parent involvement policy outlining responsibilities of each party in Spanish and English.	Academic Coordinator Classroom Teachers	Time Copies of compact Cost of Contracted Translator (\$.06 per word)	September	Signed and returned compacts
4.2.6	Classroom management procedures will be sent home at the beginning of the school year, any time general changes are made, and for each new student.	Teachers	Classroom management plan	August	Parent signature forms indicating receipt
4.2.7	Discipline referrals will be mailed home to parents.	Secretary	NCR forms Envelopes postage	August-May As referrals are processed	Mailed referrals
4.2.8	Parents will be notified if their child is being served in ARI/tutoring through mailings identifying specific areas being addressed in	Academic Coordinator Teachers	ARI letters, benchmark/PLA data, Tejas Lee (Spanish)	August- May As students are identified	ARI letters PLA/TAKS/benchmark data sent

	Spanish and English.		Contracted Translator Envelopes postage		Tejas Lee (Spanish) benchmark
4.2.9	Staff members will turn in all activities and events to be placed on the master calendar.	Academic Coordinator Workroom Asst. Team leaders	Information, calendar	Weekly	Up-to-Date calendar
4.2.10	Plan one family fun event during the school year to foster a positive school/home relationship.	Curriculum Council	Time \$1,000	May	Event participation

Goal 5: **A safe and supportive environment will be provided for all students.**

Objective #1: ***Teachers and students will comply with campus safety procedures and plans.***

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.1.1	Emergency drills will be routinely practiced. • Fire Drills • Safe Shelter in Place • Duck and Cover • Site Evacuation	Academic Coordinator Emergency Preparedness Team	time	Fire drill – monthly Other drills September	Dates of drills
5.1.2	Emergency backpacks/red folders will be maintained/updated: • Emergency procedures • Medical information • Emergency student release forms • Teacher cell phone list • Office copy of emergency information/release forms • Updated attendance rosters	Emergency Preparedness Team Classroom Teachers Secretary	Information, supplies, backpacks, procedures	August Each 6 weeks for update	Accurate Emergency information readily available
5.1.3	Emergency backpacks and grade level radios will travel with the teacher during outside activities.	Classroom teachers	Backpacks, radios	May	Backpacks visible outside
5.1.4	Emergency procedures will be posted in the same location for all classrooms and common areas.	Emergency Preparedness Team Secretary	Paper, laminating	August	Emergency Procedures posted
5.1.5	Emergency cart will be maintained to transport student information in the event of an evacuation (including emergency contact and medical information for students; class rosters.)	Secretary	Cart, copies, time, notebooks	August	Cart prepared
5.1.6	Staff cell phone list will be updated and distributed for emergency communication.	Secretary	Paper, time	August	List in backpack

5.1.7	List of children with medical concerns will be distributed to classroom teachers.	Nurse Classroom teachers	Copies, time	August	Forms copied and in backpacks and red folders
5.1.8	Regular procedures for morning drop off and afternoon dismissal will be monitored and reviewed.	Emergency preparedness committee	Time Safety Equipment \$300	August	Monitor feedback
5.1.9	Morning drop-off and afternoon dismissal procedures will be discussed during parent orientation meetings.	Classroom Teachers	Time	August	
5.1.10	Staff will be continually trained, encouraged, and empowered to question visitors who do not display district ID or appropriate visitor badge and accompany them to the front office.	Staff Emergency Preparedness Committee	Time	August	All visitors will display appropriate identification.
5.1.11	Students will help increase building security by reporting visitors without appropriate identification to the nearest adult and refrain from opening exterior doors for anyone.	Classroom Teachers	Time	August	All visitors will display appropriate identification.

Goal 5: **A safe and supportive environment will be provided for all students.**

Objective #2: ***Staff members will utilize consistent school-wide expectations for student behavior.***

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.2.1	Students will review and routinely practice school-wide expectations for: • Cafeteria • Playground • Transition • Bus/parent pick-up • Voice levels • Restroom	Academic Coordinator Classroom Teachers	Time; Schedule on master calendar	August October January April	Reduced number of office referrals
5.2.2	Teachers will develop and implement a consistent classroom management plan which will include: • clear procedural and behavioral expectations • consistent rewards & consequences • parent contact prior to office referral	Academic Coordinator Classroom teachers	Classroom management plans	August	Copy of teacher plan in office; Fewer discipline referrals to the office
5.2.3	The counselor will provide sessions in the classroom/small group/individual/ friendship groups such as: • Bully free zone • "I" statements • Courtesy • Social Concerns • Conflict Resolution	Counselor	Materials, supplies, time; training	May	Counselor schedule; Reduced number of office referrals
5.2.4	Teachers will implement the following Conscious Discipline structures in each classroom: ☐ Safe Place/De-stressing Strategies ☐ Greetings ☐ Classroom Jobs	Classroom Teacher	Staff Development Conscious Discipline Resources	May	Classroom Walkthroughs

Goal 5: **A safe and supportive environment will be provided for all students.**

Objective #3: ***Staff members will provide a positive working and learning environment.***

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.3.1	Award ceremonies will be conducted for: • Super Kid award to celebrate students for outstanding effort and citizenship (grades K-4) • Perfect attendance- students without absences and no more than 2 tardies for a six-weeks period (grades K-4)	Secretary Lead Teachers	Time Certificates/Photos Pencils Super Kid pins Ribbons \$1,000	At the end of each six weeks	Award ceremonies held Pictures of Super Kids
5.3.2	Classroom teachers will make a positive parent contact for each student at least once during the school year.	Grade level Teachers	E-mail Happy notes postcards Pre-printed address labels Postcard postage \$1,000 Phone call	May	Parent contact log
5.3.3	Support professionals will make at least four positive parent contacts to parents each six weeks	All Professionals other than grade level teachers	E-mail Happy notes Phone call	End of each six weeks	Parent contact log
5.3.4	“Super Kid Happy Visits” from the office are available to provide positive recognition.	Classroom Teachers	Super Kid forms to completed by teacher	Weekly	Documentation of numbers of students & visits
5.3.5	Tremendous Tiger Awards will be given for South Knoll staff to acknowledge contributions.	Academic Coordinator Workroom Assistant Social Committee	paper	End of each six weeks	Positive Announcements, Tremendous Tiger Awards
5.3.6	Social events will be planned throughout the year for staff to build relationships outside the school day.	Social Committee	Time	December May	Number of staff members participating

DESIRED PERFORMANCE STANDARDS MATHEMATICS - GOAL 1

CURRENT PERFORMANCE * Accountability Data		DESIRED PERFORMANCE: LONG-TERM OBJECTIVES:	DESIRED PERFORMANCE: ANNUAL OBJECTIVES:
*TAKS MATHEMATICS – SPRING 2009		BY 2010-11 (State Standards)	BY 2010
89%	TAKS Math Passing Rate For Grade(s): 3 and 4	100% will be the TAKS Math Passing Rate For Grade(s): 3 and 4	≥ 90.0 % will be the TAKS Math Passing Rate For Grade(s): 3 and 4
76%	is the lowest TAKS Math Passing Rate among groups: Limited English Proficient	100% will be the lowest TAKS Math Passing Rate among Limited English Proficient	≥ 90.0 % will be the lowest TAKS Math Passing Rate among Economically Disadv.

READING - GOAL 1

CURRENT PERFORMANCE * Accountability Data		DESIRED PERFORMANCE: LONG-TERM OBJECTIVES:	DESIRED PERFORMANCE: ANNUAL OBJECTIVES:
*TAKS READING – SPRING 2009		BY 2010-11 (State Standards)	BY 2010
93%	TAKS Reading Passing Rate For Grade(s): 3 and 4	100% will be the TAKS Reading Passing Rate For Grade(s): 3 and 4	≥ 90 % will be the TAKS Reading Passing Rate For Grade(s): 3 and 4
86%	is the lowest TAKS Reading Passing Rate among groups: Limited English Proficient	100% will be the lowest TAKS Reading Passing Rate among groups: Limited English Proficient	≥ 90 % will be the lowest TAKS Reading Passing Rate among groups:

		Limited English Proficient
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DESIRED PERFORMANCE STANDARDS
WRITING - GOAL 1

CURRENT PERFORMANCE * Accountability Data		DESIRED PERFORMANCE: LONG-TERM OBJECTIVES:	DESIRED PERFORMANCE: ANNUAL OBJECTIVES:
*TAKS WRITING – SPRING 2009		BY 2010-11 (State Standards)	BY 2010
92%	TAKS Writing Passing Rate For Grade(s): 4	100% will be the TAKS Writing Passing Rate For Grade(s): 4	≥ 90.0% will be the TAKS Writing Passing Rate For Grade(s): 4
91%	is the lowest TAKS Writing Passing Rate among groups: Economically Disadv.	100% will be the lowest TAKS Writing Passing Rate among groups: Economically Disadv.	≥ 90.0% will be the lowest TAKS Writing Passing Rate among groups: Economically Disadv.

APPENDIX

(Copies available upon request)

Items included in the appendix are:

- 2007-08 Academic Excellence Indicator System
- Multi-Year History for 1994-2002 (TAAS)
- Multi-Year History for 2003-2008 (TAKS)
- Adequate Yearly Progress Campus Data Table (Final 2008 AYP Results)
- Title I Parent/Teacher/Student Compact (Spanish and English)
- 2009-10 CSISD District Improvement Plan Goals and Objectives
- 2009 TAKS Scores for All Students

CAMPUS IMPROVEMENT PLAN EVALUATION:

By April, 2010, the South Knoll staff will evaluate the 2009-10 Campus Improvement Plan prior to the development of the 2010-11 plan. In this evaluation, they will determine if each performance objective and activity was achieved, based upon formative and summative evaluation measures. (If “yes”, what was the effect? If “no”, why was it not achieved?)

APPENDIX

(Copies available upon request)

Items included in the appendix are:

- 2007-08 Academic Excellence Indicator System
- Multi-Year History for 1994-2002 (TAAS)
- Multi-Year History for 2003-2008 (TAKS)
- Adequate Yearly Progress Campus Data Table (Final 2008 AYP Results)
- Title I Parent/Teacher/Student Compact (Spanish and English)
- 2009-10 CSISD District Improvement Plan Goals and Objectives
- 2009 TAKS Scores for All Students

CAMPUS IMPROVEMENT PLAN EVALUATION:

By April, 2010, the South Knoll staff will evaluate the 2009-10 Campus Improvement Plan prior to the development of the 2010-11 plan. In this evaluation, they will determine if each performance objective and activity was achieved, based upon formative and summative evaluation measures. (If “yes”, what was the effect? If “no”, why was it not achieved?)

2007-08 Academic Excellence Indicator System

District Name: COLLEGE STATION ISD

Campus Name: SOUTH KNOLL EL

Campus #: 021901101

2008 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

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District Name: COLLEGE STATION ISD
 Campus Name: SOUTH KNOLL EL
 Campus #: 021901101

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2007-08 Campus Performance

Section I - Page 1
 Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
YAKS Met 2008 Standard														
Grade 3 (English) First Administration Only														
Reading	2008	89%	96%	93%	96%	98%	95%	98%	*	96%	95%	*	91%	78%
	2007	89%	97%	92%	98%	> 99%	95%	*	*	> 99%	95%	*	94%	86%
Mathematics	2008	85%	92%	88%	88%	91%	89%	*	*	85%	90%	*	77%	86%
	2007	82%	89%	83%	84%	92%	76%	*	*	88%	80%	*	71%	63%
All Tests	2008	80%	89%	84%	85%	89%	85%	*	*	84%	86%	*	72%	67%
	2007	78%	88%	79%	85%	92%	77%	*	*	88%	82%	*	74%	63%
YAKS Met 2008 Standard														
Grade 3 (Spanish) First Administration Only														
Reading	2008	83%	60%	*	60%	*	*	*	*	60%	60%	*	50%	60%
	2007	81%	17%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2008	78%	50%	*	*	*	50%	*	*	*	50%	*	38%	50%
	2007	74%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2008	73%	38%	*	45%	*	*	*	*	40%	50%	*	33%	45%
	2007	68%	29%	*	*	*	*	*	*	*	*	*	*	*
YAKS Met 2008 Standard														
Grade 4 (English)														
Reading	2008	85%	92%	88%	90%	91%	85%	*	*	95%	84%	*	76%	57%
	2007	84%	93%	84%	92%	98%	85%	*	*	92%	93%	*	79%	*
Mathematics	2008	87%	94%	90%	86%	96%	81%	*	*	95%	77%	*	73%	57%
	2007	86%	93%	89%	87%	94%	85%	*	*	90%	83%	*	72%	*
Writing	2008	93%	96%	95%	99%	> 99%	96%	*	*	98%	> 99%	*	97%	> 99%
	2007	91%	95%	88%	94%	98%	92%	*	*	94%	95%	*	87%	*
All Tests	2008	77%	88%	79%	81%	89%	74%	*	*	91%	71%	*	58%	43%
	2007	75%	86%	74%	82%	91%	77%	*	*	82%	80%	*	62%	*
YAKS Met 2008 Standard														
Grade 4 (Spanish)														
Reading	2008	77%	60%	*	*	*	*	*	*	*	*	*	*	*
	2007	77%	33%	*	38%	*	38%	*	*	*	50%	*	43%	38%
Mathematics	2008	76%	40%	*	*	*	*	*	*	*	*	*	*	*
	2007	73%	44%	*	38%	*	38%	*	*	*	33%	*	29%	38%
Writing	2008	91%	60%	*	*	*	*	*	*	*	*	*	*	*
	2007	90%	80%	*	78%	*	78%	*	*	*	83%	*	86%	75%
All Tests	2008	99%	< 10	*	*	*	*	*	*	*	*	*	*	*
	2007	66%	36%	*	40%	*	40%	*	*	*	43%	*	38%	33%

District Name: COLLEGE STATION ISD
 Campus Name: SOUTH KNOLL EL
 Campus #: 021901101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2007-08 Campus Performance

Section I - Page 2
 Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)														
Reading/ELA	2008	91%	96%	94%	93%	96%	86%	96%	*	96%	90%	83%	86%	74%
	2007	88%	95%	90%	93%	92%	84%	99%	*	94%	93%	> 99%	86%	65%
Mathematics	2008	80%	90%	91%	85%	68%	77%	93%	*	89%	80%	83%	71%	62%
	2007	77%	89%	87%	83%	61%	74%	93%	*	88%	78%	> 99%	67%	50%
Writing	2008	93%	96%	95%	99%	> 99%	97%	> 99%	*	98%	> 99%	*	97%	> 99%
	2007	92%	96%	88%	93%	80%	88%	98%	*	92%	93%	*	87%	73%
All Tests	2008	72%	85%	84%	81%	68%	71%	90%	*	85%	77%	67%	64%	52%
	2007	67%	83%	76%	81%	58%	70%	91%	*	83%	78%	> 99%	64%	48%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDE ALL TAKS (Accommodated)) (2010 Preview)														
Reading/ELA	2008	89%	95%	91%	93%	96%	86%	96%	*	96%	90%	83%	86%	74%
Mathematics	2008	78%	89%	88%	84%	68%	76%	93%	*	88%	80%	75%	71%	61%
Writing	2008	91%	95%	93%	99%	> 99%	97%	> 99%	*	98%	> 99%	*	97%	> 99%
All Tests	2008	70%	84%	82%	81%	68%	70%	90%	*	84%	77%	63%	63%	52%
TAKS Commanded Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated))														
Reading/ELA	2008	34%	54%	35%	42%	14%	29%	56%	*	44%	39%	33%	26%	15%
	2007	30%	49%	31%	37%	17%	20%	52%	*	42%	31%	< 1%	18%	< 1%
Mathematics	2008	28%	48%	34%	34%	7%	21%	47%	*	45%	21%	< 1%	17%	12%
	2007	25%	44%	33%	34%	9%	24%	45%	*	44%	23%	14%	14%	9%
Writing	2008	33%	50%	26%	34%	29%	21%	44%	*	25%	43%	*	17%	< 1%
	2007	30%	49%	24%	32%	< 1%	27%	42%	*	27%	38%	*	16%	9%
All Tests	2008	15%	31%	16%	23%	7%	12%	33%	*	27%	20%	< 1%	11%	7%
	2007	12%	25%	14%	19%	8%	8%	28%	*	22%	17%	< 1%	9%	< 1%

District Name: COLLEGE STATION ISD
 Campus Name: SOUTH KNOLL EL
 Campus #: 021901101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2007-08 Campus Performance

Section I - Page 3
 Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
1008 TAKS/TAKS(Accommodated)/TAKS-M/TAKS-Alt Participation (Grades 3-11)														
Tested	98.4%	98.8%	99.7%	98.3%	100.0%	96.1%	100.0%	-	83.3%	100.0%	96.6%	100.0%	97.5%	89.5%
By Test Version														
TAKS (1 or more)	90.9%	94.1%	91.7%	91.0%	86.1%	87.0%	95.6%	-	83.3%	93.0%	89.1%	29.2%	86.0%	81.6%
Not on TAKS	7.5%	4.7%	7.8%	7.3%	13.9%	9.1%	4.4%	-	0.0%	7.0%	7.6%	70.8%	11.6%	7.9%
TAKS(Acc) Only	2.7%	1.0%	2.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS-M Only	2.9%	2.4%	2.2%	6.0%	13.9%	6.5%	3.5%	-	0.0%	4.4%	7.6%	58.3%	9.9%	2.6%
TAKS-Alt Only	0.7%	0.5%	0.3%	0.4%	0.0%	0.0%	0.9%	-	0.0%	0.9%	0.0%	4.2%	0.0%	0.0%
Combination	1.2%	0.8%	1.2%	0.9%	0.0%	2.6%	0.0%	-	0.0%	1.8%	0.0%	8.3%	1.7%	5.3%
By Acct Status														
Acct System	87.1%	90.2%	85.6%	81.5%	77.8%	75.3%	87.7%	-	66.7%	86.0%	77.3%	25.0%	72.7%	71.1%
Non-Acct System	11.3%	8.6%	14.1%	16.7%	22.2%	20.8%	12.3%	-	16.7%	14.0%	19.3%	75.0%	24.8%	18.4%
Mobile	5.1%	4.6%	7.0%	9.4%	8.3%	11.7%	7.9%	-	16.7%	7.0%	11.8%	4.2%	13.2%	10.5%
Non-Acct Test	6.2%	4.0%	6.9%	7.3%	13.9%	9.1%	4.4%	-	0.0%	7.0%	7.6%	70.8%	11.6%	7.9%
Not Tested	1.6%	1.2%	0.3%	1.7%	0.0%	3.9%	0.0%	-	16.7%	0.0%	3.4%	0.0%	2.5%	10.5%
Absent	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	1.7%	0.0%	3.9%	0.0%	-	16.7%	0.0%	3.4%	0.0%	2.5%	10.5%
Other	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	6,106	269	233	36	77	114	0	6	114	119	24	121	38
1007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.8%	99.0%	98.2%	97.1%	98.6%	100.0%	-	71.4%	98.3%	98.1%	100.0%	96.3%	90.0%
By Program														
TAKS (1 or more)	91.1%	95.1%	91.7%	90.2%	82.4%	88.6%	94.7%	-	71.4%	91.5%	88.8%	33.3%	82.6%	80.0%
Not on TAKS	6.7%	3.7%	6.7%	8.0%	14.7%	10.0%	5.3%	-	0.0%	6.8%	9.3%	66.7%	13.8%	10.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	2.8%	5.3%	8.0%	14.7%	10.0%	5.3%	-	0.0%	6.8%	9.3%	66.7%	13.8%	10.0%
TAKS-Alt Only	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.4%	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	91.6%	93.9%	90.6%	89.8%	82.4%	91.4%	93.0%	-	57.1%	90.7%	88.8%	85.2%	83.5%	83.3%
Non-Acct System	6.1%	4.8%	7.7%	8.4%	14.7%	7.1%	7.0%	-	14.3%	7.6%	9.3%	14.8%	12.8%	6.7%
Mobile	5.4%	4.4%	7.3%	8.4%	14.7%	7.1%	7.0%	-	14.3%	7.6%	9.3%	14.8%	12.8%	6.7%
Non-Acct Test	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.3%	1.2%	1.1%	1.8%	2.9%	1.4%	0.0%	-	28.6%	1.7%	1.9%	0.0%	3.7%	10.0%
Absent	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.4%	0.3%	0.9%	0.0%	1.4%	0.0%	-	14.3%	1.7%	0.0%	0.0%	1.8%	6.7%
Other	0.8%	0.6%	0.3%	0.9%	2.9%	0.0%	0.0%	-	14.3%	0.0%	1.9%	0.0%	1.8%	3.3%
Total Count	3,040,283	5,822	265	225	34	70	114	0	7	118	107	27	109	30

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA 2008	53%	59%	50%	*	*	*	*	*	*	*	*	*	*	*
2007	49%	58%	40%	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2008	36%	41%	54%	42%	< 1%	*	*	*	*	60%	29%	*	38%	*
2007	34%	43%	55%	20%	*	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA 2008	0.58	0.72	0.70	*	*	*	*	*	*	*	*	*	*	*
2007	0.55	0.67	0.57	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2008	0.34	0.47	0.48	0.14	-0.06	*	*	*	*	0.38	-0.03	*	0.09	*
2007	0.33	0.45	0.44	-0.18	*	*	*	*	*	*	*	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
2008	12%	5%	8%	8%	14%	17%	2%	*	*	7%	8%	*	15%	32%
2007	12%	5%	11%	7%	20%	9%	2%	*	*	4%	9%	20%	15%	22%
TAKS Cumulative Met Standard (First and Second Administrations)														
2008	94%	98%	96%	97%	> 99%	90%	> 99%	*	*	98%	96%	*	94%	83%
2007	94%	99%	95%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	> 99%
Attendance Rate														
2006-07	95.5%	96.5%	96.4%	96.6%	94.7%	97.0%	96.7%	-	98.1%	96.6%	96.5%	95.2%	96.0%	97.4%
2005-06	95.5%	96.6%	96.3%	96.7%	94.9%	96.5%	97.1%	-	98.2%	96.9%	96.6%	95.6%	96.1%	97.1%

District Name: COLLEGE STATION ISD
Campus Name: SOUTH KNOLL EL
Campus #: 021901101

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2007-08 Campus Profile

Section II - Page 1
Total Students: 649
Grade Span: EE - 04
School Type: Elementary

STUDENT INFORMATION

Total Students:

Students By Grade: Early Childhood Education
Pre-Kindergarten
Kindergarten

Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12

Count Percent

649 100.0%

6 0.9%
47 7.2%
129 19.9%
125 19.3%
125 19.3%
108 14.4%
109 16.0%
16.8%
0 18.2%
0 15.5%
0 3.7%
0 0.0%
0 0.0%
0 0.0%
0 0.0%
0 0.0%
0 0.0%
0 0.0%

Ethnic Distribution: African American

Hispanic
White
Native American
Asian/Pac. Islander

102 15.7%
225 34.7%
289 44.5%
1 0.2%
32 4.9%

Economically Disadvantaged

Limited English Proficient (LEP)
Students w/Disciplinary Placements (2006-07)

At-Risk

Mobility (2006-07)

Number of Students per Teacher

352 54.2%
140 21.6%
2 0.3%
294 45.3%
115 21.5%
13.8 n/a

Retention Rates by Grade:

Kindergarten

Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

Campus Group

10.0%
6.5%
3.1%
0.0%
1.1%
-
-
-

District

3.5%
4.0%
1.5%
0.2%
0.5%
0.7%
0.4%
0.3%
0.8%

State

2.8%
5.9%
3.5%
2.8%
1.6%
2.3%
1.1%
1.7%
1.3%

Campus

0.0%
0.0%
11.8%
0.0%
0.0%
-
-
-

Campus Group

13.8%
10.4%
5.4%
2.9%
1.1%
0.4%
1.4%
0.0%
25.0%

District

16.0%
1.3%
3.6%
0.0%
0.0%
0.0%
3.3%
0.0%
4.1%

State

12.3%
10.6%
4.6%
2.6%
1.3%
1.8%
1.6%
2.2%
2.8%

District Name: COLLEGE STATION ISD
Campus Name: SOUTH KNOLL EL
Campus #: 021901101

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2007-08 Campus Profile

Section II - Page 2
Total Students: 649
Grade Span: EE - 04
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

Elementary: Kindergarten		Campus	Campus Group	District	State
Grade 1		18.3	18.6	18.2	18.9
Grade 2		20.8	18.6	19.6	18.9
Grade 3		17.5	18.9	18.4	19.0
Grade 4		18.4	18.7	19.1	19.0
Grade 5		18.2	19.5	18.8	19.6
Grade 6		-	23.2	23.6	22.2
Mixed Grades		-	23.7	24.3	21.4
		-	21.5	-	22.4
Secondary: English/Language Arts		-	8.3	24.2	20.0
Foreign Languages		-	-	21.8	21.0
Mathematics		-	10.2	24.9	19.8
Science		-	10.0	24.3	20.8
Social Studies		-	13.3	24.7	21.8

District Name: COLLEGE STATION ISD
 Campus Name: SOUTH KNOLL EL
 Campus #: 021901101

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2007-08 Campus Profile

Section II - Page 3
 Total Students: 649
 Grade Span: EE - 04
 School Type: Elementary

STAFF INFORMATION

	Count	Percent	Campus Group	District	State
-----Campus-----					
Total Staff:	75.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:					
Teachers	57.1	76.0%	84.3%	60.9%	62.9%
Professional Support	46.9	62.4%	73.0%	49.4%	50.8%
Campus Admin. (School Leader.)	8.2	10.9%	7.6%	8.0%	8.3%
	2.0	2.7%	3.7%	2.5%	2.8%
Educational Aides:	18.0	24.0%	15.7%	12.0%	9.9%
Total Minority Staff:	19.6	26.2%	17.5%	23.3%	43.1%
Teachers By Ethnicity and Sex:					
African American	1.0	2.1%	2.7%	3.0%	9.6%
Hispanic	7.6	16.3%	11.0%	5.8%	21.4%
White	38.2	81.6%	85.1%	90.9%	67.5%
Native American	0.0	0.0%	0.4%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.7%	0.3%	1.2%
Males	2.0	4.3%	6.5%	15.1%	22.8%
Females	44.9	95.7%	93.5%	84.9%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	4.0	8.5%	5.6%	4.7%	7.9%
1-5 Years Experience	8.1	17.3%	29.1%	23.5%	29.8%
6-10 Years Experience	8.6	18.4%	20.1%	22.8%	19.7%
11-20 Years Experience	13.0	27.7%	25.1%	28.8%	23.4%
Over 20 Years Experience	13.1	28.0%	20.1%	20.2%	19.2%
Average Years Experience of Teachers:					
Average Years Experience of Teachers with District:		14.0 yrs.	11.7 yrs.	12.4 yrs.	11.3 yrs.
		9.4 yrs.	7.5 yrs.	7.2 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience:					
(regular duties only)					
Beginning Teachers		\$35,500	\$38,541	\$35,230	\$39,372
1-5 Years Experience		\$37,638	\$40,989	\$38,266	\$41,374
6-10 Years Experience		\$40,719	\$42,977	\$41,349	\$43,886
11-20 Years Experience		\$45,263	\$47,069	\$46,197	\$48,174
Over 20 Years Experience		\$60,647	\$55,138	\$56,629	\$56,354
Average Actual Salaries (regular duties only):					
Teachers		\$46,591	\$45,624	\$44,825	\$46,179
Professional Support		\$45,658	\$50,477	\$53,675	\$54,543
Campus Administration (School Leadership)		\$63,262	\$65,556	\$65,839	\$67,397
Contracted Instructional Staff (not incl. above):		0.0	6.7	3.5	2,641.9

ACTUAL OPERATING EXPENDITURE INFORMATION (2006-07)											
-----Campus-----				-----Campus Group-----							
General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student			
By Function:											
Total Operating Expenditures											
\$3,064,622	100.0%	\$4,708	\$4,067,506	100.0%	\$6,248	\$123,199,945	100.0%	\$5,657			
\$2,328,445	76.0%	\$3,577	\$3,092,832	76.0%	\$4,751	\$93,212,584	75.7%	\$4,280			
\$125,851	4.1%	\$193	\$147,325	3.6%	\$226	\$4,426,723	3.6%	\$203			
\$59,743	1.9%	\$92	\$59,743	1.5%	\$92	\$1,568,041	1.3%	\$72			
\$191,936	6.3%	\$295	\$200,157	4.9%	\$307	\$7,868,471	6.4%	\$361			
\$138,042	4.5%	\$212	\$145,126	3.6%	\$223	\$5,604,717	4.5%	\$257			
\$220,605	7.2%	\$339	\$422,323	10.4%	\$649	\$10,519,409	8.5%	\$483			
By Program:											
Total Operating Expenditures											
\$2,844,017	100.0%	\$4,369	\$3,621,986	100.0%	\$5,564	\$112,558,798	100.0%	\$5,169			
\$235,540	8.3%	\$362	\$244,238	6.7%	\$375	\$6,108,724	5.4%	\$281			
\$0	0.0%	\$0	\$0	0.0%	\$0	\$7,012	0.0%	\$0			
\$57,892	2.0%	\$89	\$663,036	18.3%	\$1,018	\$12,545,887	11.1%	\$576			
\$63,983	2.2%	\$98	\$63,983	1.8%	\$98	\$1,618,568	1.4%	\$74			
\$2,144,305	75.4%	\$3,294	\$2,148,757	59.3%	\$3,301	\$75,379,628	67.0%	\$3,461			
\$342,297	12.0%	\$526	\$501,972	13.9%	\$771	\$16,897,771	15.0%	\$776			
\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,208	0.0%	\$0			

PROGRAM INFORMATION						-----Campus-----				Campus Group			
			Count	Percent							District	State	
Student Enrollment by Program:													
Bilingual/ESL Education			141	21.7%					16.4%		6.5%	15.5%	
Career & Technical Education			0	0.0%					0.1%		26.0%	20.9%	
Gifted & Talented Education			27	4.2%					4.7%		11.0%	7.5%	
Special Education			51	7.9%					10.2%		8.5%	10.0%	
Teachers by Program (population served):													
Bilingual/ESL Education			4.0	8.5%					7.1%		1.9%	7.3%	
Career & Technical Education			0.0	0.0%					0.0%		3.9%	3.9%	
Compensatory Education			5.6	12.0%					6.8%		5.2%	3.6%	
Gifted & Talented Education			1.0	2.1%					1.3%		4.4%	2.0%	
Regular Education			33.0	70.4%					75.6%		70.7%	70.7%	
Special Education			3.2	6.9%					9.3%		10.0%	9.8%	
Other			0.0	0.0%					0.0%		3.8%	2.8%	

?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 *' Indicates results are masked due to small numbers to protect student confidentiality.
 -' Indicates zero observations reported for this group.
 n/a' Indicates data reporting is not applicable for this group.

Campus: 021901101
Campus Name: SOUTH KNOLL EL
District Name: COLLEGE STATION ISD
County Name: BRAZOS

	1994	1995	1996	1997	1998	1999	2000	2001	2002	Campus Change 1994-2002	District Change 1994-2002	State Change 1994-2002
TAAS All Tests Taken												
All Students	66.1%	71.5%	69.3%	74.1%	78.9%	87.9%	93.2%	87.4%	86.4%	+20.3%	+22.5%	+29.7%
African American	0.0%	35.7%	20.0%	40.0%	55.0%	66.7%	83.3%	75.0%	60.0%	+60.0%	+44.9%	+43.9%
Hispanic	68.8%	76.2%	62.5%	77.8%	66.7%	79.2%	90.9%	79.3%	77.5%	+8.7%	+26.4%	+38.6%
White	70.8%	73.0%	71.4%	77.3%	83.1%	91.0%	95.6%	89.7%	92.7%	+21.9%	+21.9%	+23.1%
Econ Disadv	57.1%	67.2%	66.1%	55.8%	66.7%	82.8%	84.4%	76.7%	79.1%	+22.0%	+33.2%	+39.2%
TAAS Reading												
All Students	84.3%	90.2%	79.5%	83.4%	89.0%	96.6%	97.4%	93.8%	93.3%	+9.0%	+9.4%	+14.8%
African American	41.7%	64.3%	26.7%	66.7%	75.0%	73.3%	90.0%	87.5%	85.0%	+43.3%	+29.7%	+26.5%
Hispanic	87.5%	95.2%	70.8%	88.9%	83.3%	100.0%	95.5%	88.5%	86.8%	-0.7%	+15.4%	+22.0%
White	88.3%	92.6%	83.7%	85.5%	91.3%	98.5%	100.0%	95.1%	96.7%	+8.4%	+8.1%	+9.1%
Econ Disadv	72.7%	87.5%	69.0%	72.1%	80.4%	94.5%	90.2%	84.5%	86.4%	+13.7%	+18.5%	+23.1%
TAAS Mathematics												
All Students	69.3%	74.6%	78.7%	81.2%	85.5%	90.5%	94.3%	91.4%	92.8%	+23.5%	+23.4%	+32.2%
African American	8.3%	42.9%	33.3%	46.7%	70.0%	73.3%	90.9%	87.5%	70.0%	+61.7%	+52.7%	+48.4%
Hispanic	75.0%	75.0%	66.7%	83.3%	82.4%	82.6%	95.5%	85.7%	87.2%	+12.2%	+27.6%	+43.0%
White	72.7%	75.2%	83.2%	84.0%	87.6%	93.2%	95.6%	92.4%	97.5%	+24.8%	+21.7%	+23.2%
Econ Disadv	58.8%	69.8%	79.7%	67.4%	82.1%	86.0%	88.6%	86.2%	84.8%	+26.0%	+38.5%	+43.9%
TAAS Writing												
All Students	92.9%	92.7%	81.2%	85.7%	92.4%	93.5%	96.3%	96.7%	90.4%	-2.5%	+3.5%	+9.7%
African American	83.3%	87.5%	62.5%	33.3%	80.0%	81.8%	*	83.3%	70.0%	-13.3%	+15.2%	+18.7%
Hispanic	83.3%	100.0%	83.3%	90.0%	75.0%	87.5%	93.8%	93.3%	94.4%	+11.1%	+6.6%	+14.1%
White	95.6%	93.2%	80.6%	88.1%	96.5%	95.9%	98.0%	98.5%	92.1%	-3.5%	+3.1%	+6.3%
Econ Disadv	85.7%	90.0%	80.0%	75.0%	85.7%	90.6%	88.9%	92.9%	92.9%	+7.2%	+6.5%	+15.0%
TAAS Social Studies												
All Students	-	-	-	-	-	-	-	-	-	-	+10.0%	+17.8%
Annual Dropout Rate, gr. 7-12												
All Students	-	-	-	-	-	-	-	-	-	-	-0.8%	-1.8%
African American	-	-	-	-	-	-	-	-	-	-	-2.5%	-2.3%
Hispanic	-	-	-	-	-	-	-	-	-	-	+0.4%	-2.8%
White	-	-	-	-	-	-	-	-	-	-	-0.8%	-1.2%
Econ Disadv	-	-	-	-	-	-	-	-	-	-	+0.9%	-1.9%
Attendance Rate, gr. 1-12												
All Students	96.8%	97.1%	96.8%	96.7%	96.8%	96.2%	97.0%	96.9%	97.1%	+0.3%	+1.4%	+0.6%
Campus Student Composition												
African American	10.6%	10.0%	10.5%	12.0%	10.9%	10.3%	11.2%	9.9%	9.8%			
Hispanic	11.1%	12.8%	13.0%	15.2%	14.9%	20.3%	20.8%	20.5%	22.3%			
White	64.8%	62.5%	60.9%	62.0%	65.9%	60.7%	56.5%	60.6%	58.9%			
Econ Disadv	38.7%	44.1%	42.9%	39.3%	41.9%	45.5%	44.4%	39.1%	42.9%			

mpus: 021901101
 mpus Name: SOUTH KNOLL EL
 strict Name: COLLEGE STATION ISD
 untly Name: BRAZOS

Selected AEIS Campus Data
 A Multi-Year History for 2003-2008

	2003	2004	2005	2006	2007	2008	Campus Change 2003-08	District Change 2003-08	State Change 2003-08
KS All Tests Taken									
All Students	75%	84%	80%	88%	81%	81%	+6%	+14%	+25%
African American	35%	40%	71%	> 99%	58%	68%	+33%	+19%	+28%
Hispanic	69%	73%	60%	73%	70%	71%	+2%	+23%	+30%
White	81%	91%	86%	94%	91%	90%	+9%	+13%	+23%
Economically Disadvantaged	60%	75%	62%	76%	64%	64%	+4%	+22%	+29%
KS Reading/ELA									
All Students	89%	91%	94%	95%	93%	93%	+4%	+10%	+19%
African American	65%	50%	86%	> 99%	92%	96%	+31%	+26%	+26%
Hispanic	87%	82%	89%	90%	84%	86%	-1%	+17%	+24%
White	93%	98%	96%	97%	99%	96%	+3%	+7%	+13%
Economically Disadvantaged	77%	82%	85%	90%	86%	86%	+9%	+22%	+25%
KS Mathematics									
All Students	80%	88%	85%	89%	83%	85%	+5%	+10%	+23%
African American	41%	40%	71%	> 99%	61%	68%	+27%	+19%	+28%
Hispanic	76%	85%	65%	75%	74%	77%	+1%	+19%	+28%
White	86%	92%	91%	96%	93%	93%	+7%	+9%	+18%
Economically Disadvantaged	70%	78%	74%	79%	67%	71%	+1%	+19%	+28%
KS Writing									
All Students	81%	96%	88%	96%	93%	99%	+18%	+10%	+15%
African American	38%	> 99%	*	*	80%	> 99%	-	+27%	+22%
Hispanic	82%	> 99%	77%	96%	88%	97%	+15%	+13%	+20%
White	84%	95%	90%	95%	98%	> 99%	-	+7%	+9%
Economically Disadvantaged	62%	95%	74%	93%	87%	97%	+35%	+25%	+21%
KS Social Studies									
All Students	*	*	*	*	*	*	-	+5%	+15%
African American	*	*	*	*	*	*	-	+16%	+21%
Hispanic	*	*	*	*	*	*	-	+13%	+22%
White	*	*	*	*	*	*	-	+4%	+10%
Economically Disadvantaged	*	*	*	*	*	*	-	+13%	+23%
KS Science									
All Students	*	*	*	*	*	*	-	+12%	+32%
African American	*	*	*	*	*	*	-	+20%	+37%
Hispanic	*	*	*	*	*	*	-	+24%	+39%
White	*	*	*	*	*	*	-	+12%	+28%
Economically Disadvantaged	*	*	*	*	*	*	-	+22%	+38%
							Change 2007-08	Change 2007-08	Change 2007-08
Qual Dropout Rate, gr. 7-8									
All Students	-	-	-	-	-	-	-	0.0%	0.0%
African American	-	-	-	-	-	-	-	0.0%	-0.1%
Hispanic	-	-	-	-	-	-	-	+0.5%	-0.1%
White	-	-	-	-	-	-	-	-0.1%	0.0%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	0.0%
Qual Dropout Rate, gr. 7-12									
All Students	-	-	-	-	-	-	-	-0.1%	+0.1%
African American	-	-	-	-	-	-	-	+0.8%	+0.3%
Hispanic	-	-	-	-	-	-	-	-0.3%	+0.2%
White	-	-	-	-	-	-	-	-0.2%	0.0%
Economically Disadvantaged	-	-	-	-	-	-	-	-0.4%	+0.1%
Completion Rate I, gr. 9-12									
All Students	-	-	-	-	-	-	-	-0.2%	-2.2%
African American	-	-	-	-	-	-	-	-2.7%	-3.8%
Hispanic	-	-	-	-	-	-	-	-2.4%	-3.0%
White	-	-	-	-	-	-	-	+0.4%	-0.9%
Economically Disadvantaged	-	-	-	-	-	-	-	+3.7%	-3.4%
Campus Student Composition									
African American	10.8%	9.5%	8.8%	12.9%	16.6%	15.7%			
Hispanic	25.3%	26.5%	30.7%	34.2%	33.3%	34.7%			
White	56.2%	55.2%	52.1%	46.3%	45.0%	44.5%			
Economically Disadvantaged	45.4%	46.6%	46.4%	50.0%	56.2%	54.2%			

TAKS results are shown at the Panel Recommended student passing standard.
 de 8 Science and selected TAKS(Accommodated) is included where appropriate in 2008 only.
 3 TAKS results are based on the current accountability subset criteria.
 Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the
 S dropout definition, so change calculations are based on the change from 2007 to 2008.

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table
Final 2008 AYP Results

Page 1 of 2

Campus Name: SOUTH KNOLL EL (021901101) COLLEGE STATION
Status: Recognized, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/English Language Arts								
2007-08 Assessments								
Met Standard	189	*	56	100	86	17	23	n/a
Number Tested	204	*	66	104	99	20	31	31
% Met Standard	93%	97%	85%	96%	87%	85%	74%	n/a
Student Group %	100%	*	32%	51%	49%	10%	n/a	15%
2006-07 Assessments								
Met Standard	186	25	55	*	78	*	25	n/a
Number Tested	199	28	64	*	89	*	32	25
% Met Standard	93%	89%	86%	99%	88%	95%	78%	n/a
Change 2007 to 2008	0	8	-1	-3	-1	-10	-4	
Performance: Mathematics								
2007-08 Assessments								
Met Standard	170	21	49	96	71	16	19	n/a
Number Tested	203	30	65	104	99	20	31	31
% Met Standard	84%	70%	75%	92%	72%	80%	61%	n/a
Student Group %	100%	15%	32%	51%	49%	10%	n/a	15%
2006-07 Assessments								
Met Standard	166	17	49	96	62	*	21	n/a
Number Tested	199	27	64	104	89	*	32	25
% Met Standard	83%	63%	77%	92%	70%	91%	66%	n/a
Change 2007 to 2008	1	7	-2	0	2	-11	-5	
Attendance 2006-07								
Days Present	78,983	11,792	25,144	38,564	40,344	9,195		12,905
Days Membership	81,795	12,458	25,926	39,860	42,018	9,660		13,250
Attendance Rate	96.6%	94.7%	97.0%	96.7%	96.0%	95.2%		97.4%
Student Group %	100%	15%	32%	49%	51%	12%		16%
Attendance 2005-06								
Days Present	73,020	7,660	24,199	37,290	32,346	8,535		11,589
Days Membership	75,500	8,071	25,076	38,411	33,666	8,931		11,935
Attendance Rate	96.7%	94.9%	96.5%	97.1%	96.1%	95.6%		97.1%
Student Group %	100%	11%	33%	51%	45%	12%		16%
Change	-0.1	-0.2	0.5	-0.4	-0.1	-0.4		0.1

2008-09 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
a indicates that the data are not available or applicable
dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table
Final 2008 AYP Results

Page 2 of 2

Campus Name: SOUTH KNOLL EL (021901101) COLLEGE STATION
Status: Recognized, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/English Language Arts								
2007-08 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	99%	>99%	>99%	>99%	>99%	>99%		95%
Student Group %	*	*	*	*	*	*		*
2006-07 Assessments								
Number Participating	221	*	*	*	*	*		*
Total Students	224	*	*	*	*	*		*
Participation Rate	99%	97%	97%	>99%	98%	>99%		94%
Participation: Mathematics								
2007-08 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2006-07 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	99%	97%	>99%	99%	98%	96%		>99%

2008 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	+	-	+	+	+	-	-
Performance: Math	+	-	+	+	+	-	-
Participation: Reading	+	-	+	+	+	-	-
Participation: Math	+	-	+	+	+	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	+						

Meets AYP

Not Evaluated for AYP due to not meeting minimum size criteria or the measure is not applicable

Missed AYP for this performance measure due to the 1% federal cap

Missed AYP for this performance measure due to the 2% and/or the 1% federal caps

Missed AYP for this measure

South Knoll Elementary Parent-School Compact

2008-2009



As a Teacher, I/We will encourage and support students' learning in this school by doing the following:

- Teaching classes through interesting and challenging lessons that promote student achievement.
- Having high expectations and helping every child develop a love of learning.
- Communicating regularly with families about student progress.
- Providing necessary assistance to parents so they can help their child learn.
- Showing respect for the school, students, staff and families.

As a student, I agree to carry out the following responsibilities to the best of my ability:

- Coming to school every day ready to learn and work hard.
- Reading with my teacher and/or parent(s) on a regular basis.
- Respecting the school, classmates, staff, and families.
- Working hard to do my best in class and complete my homework.
- Discussing with my parents the events of my school day.
- Respecting and obeying all adults in school and following the school rules.

As a Parent or guardian, I agree to be responsible for my child in the following ways as he/she learns to improve reading and math skills:

- Finding out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school.
- Spending time each day with my child reading, writing, listening, or just talking.
- Participating in school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Seeing that my child attends school regularly, is rested and on time.
- Showing respect the school, staff, students, and families.



Student

Teacher

Parent/Guardian

Acuerdo Padre-Escuela de la Primaria South Knoll 2008-2009



Como Maestro, Yo/Nosotros Motivaremos el aprendizaje de los alumnos en la escuela haciendo lo siguiente:

- Enseñando clases a través de lecciones interesantes y desafiantes que impulsen el desarrollo de alumno.
- Teniendo altas expectativas y ayudando a cada alumno a desarrollar el amor por el aprendizaje.
- Comunicándonos regularmente con las familias sobre el progreso del alumno.
- Proporcionando la ayuda necesaria a los padres para que puedan ayudar a que sus hijos aprendan.
- Mostrando respeto por la escuela, alumnos, personal y familias.

Como alumno, Yo estoy de acuerdo en llevar a cabo las siguientes responsabilidades en la medida de mis aptitudes:

- Asistir a la escuela todos los días listo para aprender y trabajar mucho.
- Leer con mi maestro y/o padres regularmente.
- Respetar la escuela, compañeros de clase, personal y familias.
- Trabajar mucho para hacer lo mejor en clase y terminar mi trabajo.
- Discutir con mis padres los eventos de mi día escolar.
- Respetar y obedecer a todos los adultos en la escuela y seguir las reglas de la escuela.

Como Padre o Tutor, Estoy de acuerdo en ser responsable de mi hijo/a en las siguientes maneras mientras él/ella aprende a mejorar las destrezas de lectura y matemáticas:

- Informándome cómo le esta yendo a mi hijo/a asistiendo a juntas, mirando el trabajo escolar de mi hijo/a, o llamando a la escuela.
- Pasando tiempo cada día con mi hijo/a leyendo, escribiendo, escuchando o simplemente hablando.
- Participando en las actividades escolares tales como tomando decisiones, siendo voluntario y/o asistiendo a las juntas padre-maestro.
- Asegurándome que mi hijo/a asista a la escuela regularmente, que descanse y llegue a tiempo.
- Mostrando respeto por la escuela, alumnos, personal y familias.



Alumno

Maestro

Padre/Tutor

2009-10 District Improvement Plan Goals and Objectives

1. All Students Will Achieve Academic Success

- a. All students will pass the Texas Assessment of Knowledge and Skills in 2008-2009.
- b. In all tested grade levels and subject areas each African American, Hispanic and economically disadvantaged student group will exceed the state average on TAKS tests in their respective group.
- c. Student TAKS performance will reflect a reduced achievement gap.
- d. Commended performance will exceed the State average.
- e. The district will provide higher education and career/technology education preparation and awareness for all students.

2. Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs Of All Students.

- a. The percentage of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes will be representative of the CSISD school population.
- b. Students nominated for Gifted & Talented/Enrichment will be representative of the CSISD student population.
- c. Students identified for special education will be representative of the CSISD student population
- d. A Coordinated School Health Program will be implemented by child nutrition services, physical education teachers, classroom teachers, and nurses.
- e. Opportunities for dialogue and discussion will be created among teachers and administrators regarding the role that relationships, expectations and school culture play in student performance and behavior

3. Educational Practices Will Be Predicated on Scientifically Based Research

- a. Monitor, review, and align curricula to meet TEKS standards.
- b. Instructional strategies will be used so that students are engaged in learning at all levels.

4. Parents and Community Members Will Be Actively Engaged.

- a. Parental involvement will be representative of the CSISD student population.
- b. Training and resources for parents and volunteers will be provided at all campuses.
- c. Parents will be informed of career and higher education opportunities for their children.
- d. Community members will be used as a resource for educational opportunities

5. A Safe and Supportive Environment Will Be Provided For All Students.

- a. Each campus will comply with the District Crisis Management Plan
- b. Procedures for management of student behavior will be consistent across the district.
- c. Behavior management plans will serve the needs of all students

SOUTH KNOLL EL 101

TAKS RETURN

Accountability Report		Reading/ELA		Math		Writing	
		#Test	#Pass %Pass	#Test	#Pass %Pass	#Test	#Pass %Pass
All Grades	All Students	210	196 93 %	212	188 89 %	104	96 92 %
	Amer. Indian						
	Asian	12	12 100 %	12	11 92 %	3	
	Afr Amer.	32	28 88 %	33	26 79 %	13	12 92 %
	Hispanic	72	64 89 %	73	61 84 %	36	33 92 %
	White	94	92 98 %	94	90 96 %	52	48 92 %
	Econ. Disadv	110	100 91 %	111	93 84 %	54	49 91 %
	LEP	37	32 86 %	37	28 76 %	14	13 93 %
	Special Ed	5	4 80 %	6	4 67 %	2	
Grade 3	All Students	106	105 99 %	108	94 87 %		
	Amer. Indian						
	Asian	9	9 100 %	9	8 89 %		
	Afr Amer.	18	18 100 %	19	14 74 %		
	Hispanic	37	36 97 %	38	33 87 %		
	White	42	42 100 %	42	39 93 %		
	Econ. Disadv	56	55 98 %	57	47 82 %		
	LEP	23	22 96 %	23	19 83 %		
	Special Ed	3		4			
Grade 4	All Students	104	91 88 %	104	94 90 %	104	96 92 %
	Amer. Indian						
	Asian	3		3		3	
	Afr Amer.	14	10 71 %	14	12 86 %	13	12 92 %
	Hispanic	35	28 80 %	35	28 80 %	36	33 92 %
	White	52	50 96 %	52	51 98 %	52	48 92 %
	Econ. Disadv	54	45 83 %	54	46 85 %	54	49 91 %
	LEP	14	10 71 %	14	9 64 %	14	13 93 %
	Special Ed	2		2		2	

☐ Academically Unacceptable

☐ Academically Acceptable

☐ Recognized

☐ Exemplary

*Unofficial Rating Estimate: (based on "All Grades")

Data not shown for student groups with less than 5 students.

Special TEA rules apply if the total number tested at "All Grades" is < 30 in any subject.