2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [X] Title I [ ] Magnet [ ] Choice

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

Official School Name: Alice Landergin Elementary School
(As it should appear in the official records)

School Mailing Address: 3209 S. Taylor Street
(If address is P.O. Box, also include street address.)

Amarillo	Texas	79110-1038
City	State	Zip Code+4(9 digits total)

County: Randall State School Code Number*: 188-901-113

Telephone: (806) 326-4650 Fax: (806) 371-6035

Web site/URL: www.amaisd.org E-mail: kimberly.lackey@amaisd.org

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

Principal's Signature _____ Date _____

Name of Superintendent: Mr. Rod Schroder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Amarillo ISD Tel.: (806) 326-1001

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

(Superintendent's Signature) _____ Date _____

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

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district:

37	Elementary schools
10	Middle schools
	Junior High Schools
5	High schools
1	Other
53	TOTAL

2. District Per Pupil Expenditure: 8707

   Average State Per Pupil Expenditure: 9269

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located

[X] Urban or large central city
[ ] Suburban school with characteristics typical of an urban are
[ ] Suburban
[ ] Small city or town in a rural are
[ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

   3 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	22	21	43	**7**			0
K	25	31	56	**8**			0
1	26	23	49	**9**			0
2	29	22	51	**10**			0
3	29	17	46	**11**			0
4	15	16	31	**12**			0
5	16	21	37	**Other**	1	0	1
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							314

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian or Pacific Islander
7 %	Black or African American
49 %	Hispanic or Latino
43 %	White
100 %	**TOTAL**

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

7. Student turnover, or mobility rate, during the past yea 13 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	52
(2)	Number of students who transferred from the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	60
(4)	Total number of students in the school as of October 1	467
(5)	Total transferred students in row (3) divided by total students in row	0.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 1 %

3 Total Number Limited English Proficient

Number of languages represented 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals 89 %

Total number students who qualify: 279

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %

41 Total Number of Students Serve

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

0	Autism	0	Orthopedic Impairment
0	Deafness	12	Other Health Impairment
0	Deaf-Blindnes	12	Specific Learning Disabilit
2	Emotional Disturbanc	13	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	20	0
Special resource teachers/specialist	4	2
Paraprofessionals	0	5
Support Staff	0	5
Total number	26	12

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 15 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	95	%	95	%	95	%	96	%	95	%
Daily teacher attendance	95	%	93	%	94	%	93	%	95	%
Teacher turnover rate	0	%	0	%	8	%	19	%	7	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

During the 2006-2007 and 2005-2006 school years, a new housing development created an increase in student population at Landergin which caused a need for additional sections of teachers. For those two years, no teachers left, only teachers were added.

In the 2003-2004 school year, due to a retirement, three changes of assignments, a teacher's husband transferred out of town, and a pregnancy, the turnover rate was higher than previous years.

PART III - SUMMARY

Landergin Elementary, home of Leopard Pride, is a pre-kindergarten through fifth grade school with an enrollment of over 300 students. Built in 1928, the school is one of the oldest campuses in the Amarillo Independent School District (AISD). Landergin qualifies as a Title I campus with a student population that is over 80% economically disadvantaged. These students come from families that have limited resources and education, and many live at the poverty level. Thus, the staff considers strategies to meet the varied needs of the students on an on-going basis.

Landergin faculty lives by our vision, 'All children can learn and will be life long learners.' Our dedicated faculty has a mission, 'To teach our students the rigorous academic standards put forth by the Texas Education Agency (TEA), and to nurture our students with the love and guidance they need to be productive citizens.' In return our students are eager to come to school to participate in learner centered lessons that meet their academic, social, and emotional needs.

High expectations coupled with the AISD's district-wide benchmark standards require a committed focus. Teachers teach the Texas Essential Knowledge and Skills (TEKS) and utilize on-going assessments to ensure students' academic needs are met and instruction is appropriate. TEA has designated Landergin as a 'Recognized' school for students' high performance on the Texas Assessment of Knowledge and Skills (TAKS) tests for each of the last 10 years. Understanding the importance of early literacy intervention and a balanced literacy program, Landergin has invested heavily in leveled literature, Reading Recovery, and additional training for teachers. Teachers identify each child's instructional reading level and monitor his/her progress. Our literacy and writing closets have an abundant supply of resources and books to enhance literacy. In math, students are challenged to problem-solve and demonstrate higher order thinking skills. With TEXTEAMS (Texas Teachers Empowered for Achievement in Mathematics and Sciences) math staff development, teachers are learning more hands-on approaches to instruction. The development of a math closet with hands-on activities helps enhance the math curriculum. The use of Field Option Science Systems (FOSS) kits in science promotes an inquiry-based science approach for students. Technology is also widely used throughout the school as children of all ages integrate technology into the daily curriculum through research-based software, video streaming, and the Internet. Helping children learn valuable social skills is another focus at Landergin.

Landergin's parent involvement committee works with the school to build a strong valuable network between the school, parents, and community. Landergin's children are also involved in our community. Second grade children are matched with elderly citizens at an adult day-care center on a weekly basis. In addition, the Landergin Show Choir, an after school show choir made up of fourth and fifth grade students, performs at school and community functions. Landergin Elementary is committed to children and will continue to promote high academic expectations, instill solid self-esteem, and establish the value of learning in our most precious resourcesour students!

'Educating children at Landergin Elementary is truly a combined effort of everyone in its attendance community. Having the exceptional results that Landergin students have in a constantly changing environment with a high-mobility population can only be credited to the dedicated staff, the involved parents and community, and the eager students that make up the Landergin Elementary family.'
Pat Williams, Executive Director of Student Performances of the Caprock Cluster, Amarillo ISD

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

For many years the State of Texas has developed and used a criterion-referenced test that assesses students in public schools in grades 3-12. Since the 2002-2003 school year, Texas has administered the Texas Assessment of Knowledge and Skills (TAKS) which is a much more rigorous assessment than its predecessor, Texas Assessment of Academic Skills (TAAS). These TAKS tests are correlated with our state-mandated, vertically aligned curriculum, the Texas Essential Knowledge and Skills (TEKS) and follow the guidelines of No Child Left Behind (NCLB) mandated by the federal government. The TAKS tests are developed and distributed by the Texas Education Agency (TEA). Third through fifth grade students are given TAKS tests in reading and math. In addition, fourth grade students take a writing test and fifth grade students are tested in science. Third grade students must meet a minimum standard score of approximately 70% on the reading TAKS test to be promoted to fourth grade, and fifth grade students must score approximately 70% in reading and math TAKS to be promoted to sixth grade. Students scoring in the 95% percentile and above receive a 'Commended Performance' ranking. TAKS tests are scored and results are compiled by TEA. TEA then disaggregates this data, and the information is reported in the Academic Excellence Indicator System (AEIS). A detailed explanation can be found at www.tea.state.tx.us/perfreport.aeis/.

The special education students were required to pass the State Developed Alternative Assessment (SDAA) based on their instructional level for the past several years. Beginning Spring 2008, the special education students will be tested based on grade level performance by using one of the following: TAKS (Accommodated) for students served by special education who meet the eligibility requirements for specific accommodations, TAKS-Modified (TAKS-M) an alternative assessment based on modified academic achievement standards designed to meet the requirements of the federal NCLB and Individuals with Disabilities Education Act (IDEA), TAKS-Alternate (TAKS-Alt.) an alternate assessment based on alternate academic standards and designed for students with significant cognitive disabilities who meet the participation requirements. Campus and district ratings include:

Exemplary (school population passing rate at 90% and above)
Recognized (school population passing rate at 80% and above)
Academically Acceptable (school population passing rate at 70% and above)
Academically Unacceptable (school population passing rate at 70% or below).

As a proud Recognized school of ten consecutive years, Landergin has achieved a passing rate of 80% or greater in reading, math, and writing. For the past two years, Landergin has been named to the Texas School Honor Roll by the Texas Business and Education Coalition (TBEC). An important aspect of our community is that economically disadvantaged students define 88% of our population. It is the challenge of this achievement that fuels our undying passion for success. As a result of this passion, 100% of students in grades three, four, and five passed the reading portion of the 2007 TAKS test. In addition to our success in reading, 100% of students in grade five passed the math portion of the 2007 TAKS test. The data tables further reflect our academic successes over the past three years.

Landergin's goal is not only to pass the TAKS test but also to achieve outstanding performance, a 'Commended Performance' ranking, and prepare students for on-going academic success. To achieve 'Commended Performance' ranking, the individual student must perform considerably above the state passing standard. Our highest 'Commended Performance' ranking was achieved in fifth grade with 52% commended in math. All TAKS tests in 2007 had a 'Commended Performance' ranking of 28% or above. TAKS is an intense rigorous test and as educators we believe that with hard work and determination all students will succeed. Our high levels of success can be attributed to the shared passion for education by the parents, the students, and the teachers.

2. **Using Assessment Results:**

Data analysis of our assessment scores determines the effectiveness of instruction as well as provides a springboard for student success. Teachers measure student achievement through District developed benchmark tests which are administered every six weeks. Teachers identify student strengths and weaknesses in reading, writing, math, and science through disaggregating assessment data. During collaboration, teachers create strategies for enhanced instruction. Teachers and administrators collaborate vertically by grade level and horizontally by subject matter.

Students in pre-kindergarten are tested at the beginning and end of the year through Get Ready to Read (GRR) to track their growth and reading readiness. Students in grades K-2 are tested three times per year by the Diagnostic Reading Assessment (DRA), Observational Survey (OS), and running records. For students in grades 3-5, two simulation TAKS tests are given throughout the year. Analysis of these assessments defines our targeted learning objectives and allows us to focus on effective instructional methods.

Throughout the year, assessments identify the learning gaps that are filled by our interventions. Interventions are a key component to the success of every student. Interventions at Landergin include after school tutorials, Intervention Specialists, Summer Academy, Reading Recovery, AmeriCorp Students, and Student Success Initiative (SSI). Our success rate at Landergin can be attributed to our commitment of using assessment data to drive our instruction.

3. **Communicating Assessment Results:**

One key component to the success of Landergin Elementary is our consistent communication with students, parents, and the community. Our school believes that this communication is vital to maintain our high standards and expectations and to promote continued parental and community support.

Student performance is communicated to students and parents through a daily communication folder or planner containing homework, completed assignments, and assessment results. Parents sign and return their child's folder or planner daily to the teacher. Students are given cumulative assessments in reading, writing, math, and science each six weeks. Results are communicated to the parents through three week progress reports, six week report cards, and phone calls. Parents attend at least one annual formal conference to discuss their child's assessment results, to obtain reading and math levels, and to receive guidelines for student growth and development for a successful year. Throughout the school year, teachers have on-going contact with parents through parent/teacher conferences, home visits, phone calls, notes, and the daily planner or folder.

Administrators present the school's TAKS test results and celebrate the school's continuing successes at evening parent meetings. A monthly newsletter is sent home with all students to inform students and parents of school wide activities, upcoming events, and scheduled assessment dates. After TAKS scores are received from the state, the administrators give the results to the teachers, and individual scores are shared with the students. At this time students and teachers call their parents to celebrate their successes. A Confidential Student Report (CSR) is sent to the parents of third, fourth, and fifth grade students containing the results. The School Report Card created by the State of Texas is mailed to all students and parents at Landergin Elementary. This report shows the overall school accountability ratings, Gold Performance acknowledgments, and the comparison of state, district, and campus data. The district superintendent presents Landergin's TAKS scores to the Amarillo Independent School District Board of Trustees and all media outlets in the Amarillo area. In the December 2007 issue of Texas Monthly Landergin was recognized as one of the best public schools in the state of Texas based on our student performance.

4. **Sharing Success:**

Amarillo ISD is a large district that is subdivided into four main clusters. Landergin Elementary resides in the Caprock cluster that is comprised of one high school, Caprock, two middle schools, and 10 elementary schools. This framework gives our district the ability to share and convey information in a very efficient manner. Our school hosts teacher led meetings with other schools in our particular cluster. Then those best practices are shared with other clusters in our district. Amarillo is the home to Region XVI Education Service Center that offers educational services to the Texas Panhandle consisting of 63 school districts. This Service Center provides a wealth of information through their educational programs. Landergin teachers are not only eager to attend these meetings but also to share our school's successes with attending schools throughout the Panhandle.

Our faculty explores new ideas and stays abreast of new teaching styles and materials that will help make our students successful. These ideas and innovations are shared with student teachers that are assigned to our campus from West Texas A&M University, with students from our district high schools in the AmeriCorp program, and with community leaders from America's Promise who visit our campus. America's Promise is a national framework that guides mentoring programs within schools. In addition, best practices and successes have been shared internationally by teachers on this campus who have been selected to participate in the Fulbright teacher exchange program in Scotland, and the Japan Fulbright Memorial Fund teacher program in Tokyo, Japan. Our stellar faculty members have been

mentors for the new Tradewind Elementary School teachers in our cluster. Our teachers have also been leaders in district science, math, special education, and technology meetings. Our award winning pre-kindergarten teacher is trained in the research-based Texas Early Education Model (TEEM), which was developed at the University of Houston. This testing and teaching model is technology based and measures growth in phonological awareness. She shares this knowledge with her colleagues through cluster Professional Learning Communities (PLC).

As an award winning school, Landergin teachers recognize the importance of sharing our successes with other educators across our district, state, country, and world. Educators at Landergin enter this profession because of our love for children and our deep desire to help them be successful. We realize that we must continually strive for excellence so that no child is left behind. To achieve this goal we must all work together.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The TEKS, our state mandated curriculum, is the framework of skills and objectives that students in grades K-12 are expected to master. Blackboard is our district developed online curriculum guide which includes scope and sequence units divided into six week benchmark standards. This is one of the largest educational online content delivery systems in the world. All students are expected to master these objectives at their grade level. The core curriculum consists of a strong TEKS aligned foundation in reading, writing, math, science, and social studies.

The Language Arts curriculum is comprised of four integral parts ' reading, writing, listening, and speaking. Our students are taught with a balanced approach to literacy that connects phonics, spelling, and language skills within the process of reading and writing. Guided Reading principles as outlined by Fountas and Pinnell are used at all grade levels to incorporate comprehension, fluency, phonics, word attack skills, and higher order thinking. In addition, literature based methods are used in the intermediate grades. Interactive writing and Writer's Workshop coupled with the New Jersey Writing Project (NJWP) techniques provide the backbone of the writing principles.

Teachers use a hands-on approach to develop higher order thinking skills when teaching math. Student learning is enhanced by the use of manipulatives, teacher software, and real life problem solving situations. Vertical alignment of problem solving strategies and vocabulary is the foundational building block of math.

Landergin teachers create science lessons based on the Five E Instructional Model which ensure that students are actively engaged in their learning. They model the skills and encourage students to explore, explain, elaborate, and evaluate the concepts and processes of each lesson. Students and teachers use a wide variety of tools and equipment to extend and expand the learning and skills that include the nature of science, life sciences, physical sciences, and earth sciences. Teachers have been trained in and use the Field Option Science Systems (FOSS) kits to enhance hands-on learning in grades 3-5.

The Social Studies curriculum taught in grades K-5 equips students with the knowledge and understanding of the past in order to participate in their local and global communities of the present and the future. Teachers use various resources which include newspapers, periodic publications, textbooks, multimedia videos, and computer resources to teach citizenship, culture, economics, government, history, and geography. Teachers prepare students to be responsible problem solvers and decision makers with engaging lessons and activities.

Each day students benefit from the instruction of physical education and music. Our Physical Education (P.E.) curriculum follows the state standards and National Association for Sports and Physical Education (NASPE) guidelines. Our goal is to create a love for physical education and a lifelong interest in wellness. The framework of the music program is based on the Hungarian Zoltan Kodaly curriculum. The Kodaly method of teaching is dedicated to teaching beautiful singing, mastery of music through games, hands-on activities, and the Kerwin hand signs. Our physical education and musical programs annually showcase our students through fitness programs and vocal concerts. Students are given opportunities to enrich their fine art experiences through field trips to concerts, art museums, and theatrical presentations.

Technology integration is evident throughout Landergin. Essential academics, critical thinking, appreciation of arts and cultures, and creativity are enhanced through authentic use of current technologies including interactive programs and on-line research. The infusion of technology and learning is essential in today's information-driven world.

2a. **(Elementary Schools) Reading:**

Landergin Elementary follows our district's belief that we must engage each student in rich learning experiences that result in high achievement. To accomplish this task, our reading curriculum is a comprehensive research-based literacy approach and is supported with rich meaningful text. This literature based approach consists of authentic literature and strong language skills that include a balance of oral and written language. Our approach follows the guidelines of modeled, shared, and guided reading and writing that concludes with independent reading and writing. Our reading curriculum is made up of five core areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Our comprehensive approach to reading and writing are interconnected to support the oral and written language

of our students and to meet their needs across the content areas.

Pre-kindergarten through second grade teachers use Balanced Literacy as the core curriculum with guided reading instruction as the main focus. This incorporates phonemic awareness, word walls, shared reading, paired reading, and making word activities. Small group and teacher guided lessons focus on the mechanics of reading and mini-lessons enhance the reading skills to allow instruction to be flexible. This flexibility meets the needs of each reader ensuring the success of all students. Intermediate teachers utilize many of the same techniques but gear the curriculum toward independent reading with critical thinking skills and strong comprehension skills. This is accomplished with whole group activities, novel studies, and content area reading while utilizing the questioning techniques of Bloom's Taxonomy. This approach takes our students from learning to read to reading to learn. Writer's Workshop provides the students with modeled writing, shared writing, guided writing, and interactive writing that lead to successful creative independent writers.

Struggling readers in first grade have access to a Reading Recovery teacher who provides reading interventions. Students in other grades are provided with extra reading tutoring time, literacy tutors, and a reading intervention teacher. Additional help is provided after school in reading tutorial classes. Our school believes that this approach to reading will nurture our students as they grow and develop into lifelong readers and writers.

3. **Additional Curriculum Area:**

Our emphasis on math is consistent to provide students the opportunity for long-term success because all aspects of life deal with math. Real world problem solving experiences are provided at the student's level of learning, from pre-kindergarten to fifth grade. The TEKS curriculum is the foundation of our instruction and learning. To develop differentiated instruction for the students' individual needs, teachers use a variety of resources including Motivational Math, Measuring Up, TAKS Target, and EXAM View, along with the Classroom Performance System (CPS) to enhance the technology experience of our students. Study Island and United Streaming are two examples of Internet sites used throughout the school for learning opportunities through technology.

In grades three, four, and five, one teacher is responsible in each grade level for the math instruction. This provides a specialist for in-depth teaching and learning. These teachers meet vertically with all campus math teachers to collaborate and to share successful instructional strategies and resources. Consistent problem solving strategies and math vocabulary are used at all levels to create a spiraling effect.

Students consistently participate in cross-curricular projects that apply classroom instruction to real life situations. Because of TEXTEAM training and the Marilyn Burns training, teachers are able to provide more open-ended, higher order thinking activities. To set a solid foundation in math, kindergarten students daily use Calendar Math as a hands-on instructional tool to teach number sense, sequencing, and measuring. Fifth grade students use the local seven day weather forecast from the Internet to learn range, median, and mode of data and use the same data to make line graphs showing possible changes over time. The driving force behind our math instruction is the desire to prepare students for success in a mathematical society.

4. **Instructional Methods:**

Student learning at Landergin is a result of the unity of the entire staff. Ownership for student success includes positive interactions with all staff members from the custodial staff to the principal. The climate for success is built around the longevity and cohesiveness of the faculty. The counselor teaches weekly lessons based on character education, career development, and test-taking strategies. The librarian leads bi-weekly lessons to reinforce our reading curriculum. Our technology specialist not only provides teachers with the latest technology resources but also is available to teach technology-based lessons to enhance the core curriculum. The curriculum specialist provides resources and teaches lessons that are based on the needs of the teachers. Our paraprofessionals provide daily tutoring to students who require individualized instruction.

Landergin strives to meet the needs of every student. Teachers address different learning styles through cooperative learning and student centered lessons. Literature circles keep students engaged in authentic learning, and problem solving strategies are woven throughout daily lessons. Small group and individual conferences are common practices in each classroom where teachers analyze and address strengths and

weaknesses. Hands-on manipulatives are used by teachers with students to transfer their knowledge from the concrete to the abstract. Extended day learning for at-risk students provides one-on-one instruction.

The students refine their skills in specific programs to further apply the learning. Students annually participate in a district wide science fair and University Interscholastic League (UIL) competition. Our fifth grade students have the opportunity to extend their learning in a real life setting in Ceta Canyon during Outdoor Education. Students share what they have learned with the community through Show Choir performances and reading to adults at a nearby adult daycare.

Our school utilizes the entire staff, various learning styles, and comprehensive programs to maximize student learning. This ensures that all students will be successful in meeting their full potential beyond high school.

5. **Professional Development:**

Landergin's staff development is devoted to the current best practices that will effectively impact each child. Staff development is aligned with district goals, campus goals, and specific demographic needs as identified through quantitative assessment. Campus and district training is aligned with the state standards. Experts from all over the nation, the state, and the district present research-based instructional strategies. New district hires benefit from the New Teacher Academy. These monthly meetings create a support system and the foundation needed to begin a successful teaching career. Each teacher annually attends a minimum of 30 professional development hours. In addition to the district required staff development, teachers take their own initiative to pursue staff development that improves their teaching and challenges their students.

Staff development for reading is based on the implementation of the five year AISD literacy plan. The New Jersey Writing Project is offered to all teachers to promote cross-curricular writing. Math teachers undergo intense training through TEXTEAMS and the Marilyn Burns program. Training for science teachers is based on the FOSS kits and inquiry science curriculum that facilitates cooperative learning. To address our low socioeconomic population, teachers attend training in differentiated instruction, gifted and talented strategies, and Ruby Payne's Framework for Understanding Poverty.

Each week, the grade level teams meet in PLC's (Professional Learning Communities) to analyze assessment data, to plan instructional strategies, and to discuss student needs. Administrators, curriculum specialists, and classroom teachers are involved in these meetings. Our weekly PLC's provide the opportunity to learn and share new strategies to help maintain vertical and horizontal alignment which will ensure the success of every student. Campus wide book studies such as Reading with Meaning by Debbie Miller have impacted our professional growth at all levels. Staff development helps our campus meet its mission and vision. The Landergin staff applies the knowledge gained from staff development opportunities to ensure that all students are successful lifelong learners.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006-2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At or Above Met Standard	88	83	92		
% "Exceeding" State Standards At Commended Performance	29	37	38		
Number of students tested	45	59	51		
Percent of total students tested	96	97	94		
Number of students alternatively assessed	2	2	3		
Percent of students alternatively assessed	4	3	5		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	88	81	92		
% "Exceeding" State Standards At Commended Performance	35	38	38		
Number of students tested	37	58	48		
2. White					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	80	90	86		
% "Exceeding" State Standards At Commended Performance	30	27	40		
Number of students tested	20	22	20		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	95	77	100		
% "Exceeding" State Standards At Commended Performance	33	43	43		
Number of students tested	21	23	23		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006-2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At or Above Met Standard	100	100	96		
% "Exceeding" State Standards At Commended Performance	31	37	32		
Number of students tested	45	59	53		
Percent of total students tested	83	97	80		
Number of students alternatively assessed	9	2	13		
Percent of students alternatively assessed	17	3	20		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	100	95		
% "Exceeding" State Standards At Commended Performance	33	36	32		
Number of students tested	40	58	50		
2. White					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	100	100		
% "Exceeding" State Standards At Commended Performance	35	36	43		
Number of students tested	20	22	23		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	100	96		
% "Exceeding" State Standards At Commended Performance	29	50	35		
Number of students tested	21	23	20		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006-2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At or Above Met Standard	94	90	91		
% "Exceeding" State Standards At Commended Performance	43	30	22		
Number of students tested	54	56	36		
Percent of total students tested	89	93	86		
Number of students alternatively assessed	7	7	6		
Percent of students alternatively assessed	11	4	14		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	96	92	89		
% "Exceeding" State Standards At Commended Performance	42	31	30		
Number of students tested	50	52	35		
2. White					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	87	95	95		
% "Exceeding" State Standards At Commended Performance	43	40	24		
Number of students tested	23	20	17		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	99	85	91		
% "Exceeding" State Standards At Commended Performance	40	24	5		
Number of students tested	30	29	18		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006-2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At or Above Met Standard	100	90	91		
% "Exceeding" State Standards At Commended Performance	40	14	29		
Number of students tested	52	56	34		
Percent of total students tested	85	90	81		
Number of students alternatively assessed	9	6	8		
Percent of students alternatively assessed	15	10	19		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	89	89		
% "Exceeding" State Standards At Commended Performance	43	12	24		
Number of students tested	47	50	33		
2. White					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	95	100		
% "Exceeding" State Standards At Commended Performance	35	20	35		
Number of students tested	23	20	20		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	88	73		
% "Exceeding" State Standards At Commended Performance	43	17	7		
Number of students tested	28	23	14		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006-2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At or Above Met Standard	100	97	89		
% "Exceeding" State Standards At Commended Performance	33	38	26		
Number of students tested	63	40	42		
Percent of total students tested	85	83	78		
Number of students alternatively assessed	11	8	12		
Percent of students alternatively assessed	15	17	22		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	97	92		
% "Exceeding" State Standards At Commended Performance	31	21	32		
Number of students tested	60	38	38		
2. White					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	100	95		
% "Exceeding" State Standards At Commended Performance	62	41	44		
Number of students tested	26	17	18		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	100	87		
% "Exceeding" State Standards At Commended Performance	56	36	41		
Number of students tested	27	10	17		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006-2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At or Above Met Standard	100	91	94		
% "Exceeding" State Standards At Commended Performance	28	14	29		
Number of students tested	61	37	39		
Percent of total students tested	84	77	74		
Number of students alternatively assessed	12	11	14		
Percent of students alternatively assessed	16	30	26		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	90	96		
% "Exceeding" State Standards At Commended Performance	28	41	37		
Number of students tested	58	32	35		
2. White					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	100	100		
% "Exceeding" State Standards At Commended Performance	42	35	37		
Number of students tested	26	20	19		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard At or Above Met Standard	100	82	86		
% "Exceeding" State Standards At Commended Performace	15	15	20		
Number of students tested	26	13	15		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					