

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Rafael Silva

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

Official School Name Rose Shaw Special Emphasis School

(As it should appear in the official records)

School Mailing Address 2920 Soledad St

(If address is P.O. Box, also include street address.)

Corpus Christi

Texas

78405-2940

City

State

Zip Code+4(9 digits total)

County Nueces

State School Code Number* 176904

Telephone (361) 878-2100

Fax (361) 878-2109

Web site/URL http://shaw.ccisd.us

E-mail rasilva@ccisd.us

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.

Date _____

Principal's Signature

Name of Superintendent Mr. D. Scott Elliff

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Corpus Christi Independent School District Tel. (361) 886-9200

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Bill Clark

(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.

Date _____

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

**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: 40 Elementary schools
 12 Middle schools
 0 Junior High Schools
 6 High schools
 4 Other
 62 TOTAL
2. District Per Pupil Expenditure: 7430
 Average State Per Pupil Expenditure: 7466

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban 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.
 12 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	37	42	79	7			0
K	55	52	107	8			0
1	49	61	110	9			0
2	48	54	102	10			0
3	55	44	99	11			0
4	42	36	78	12			0
5	42	49	91	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							666

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 95 | % Hispanic or Latino |
| 1 | % 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 year 35 %

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	100
(2)	Number of students who transferred from the school after October 1 until the end of the year	123
(3)	Total of all transferred students [sum of rows (1) and (2)]	223
(4)	Total number of students in the school as of October 1	646
(5)	Total transferred students in row (3) divided by total students in row (4)	0.35
(6)	Amount in row (5) multiplied by 100	35

8. Limited English Proficient students in the school: 21 %
- | | |
|-----|---|
| 140 | Total Number Limited English Proficient |
|-----|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 94 %

Total number students who qualify: 621

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: $\frac{7}{41}$ %
 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.

_____ Autism	_____ 1	_____ Orthopedic Impairment
_____ Deafness	_____ 11	_____ Other Health Impairment
_____ Deaf-Blindnes	_____ 12	_____ Specific Learning Disabilit
_____ 1 Emotional Disturbanc	_____ 25	_____ Speech or Language Impairment
_____ Hearing Impairment	_____	_____ Traumatic Brain Injury
_____ Mental Retardation	_____	_____ Visual Impairment Including
_____ Multiple Disabilities	_____	_____ Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	_____ 2	_____
Classroom teachers	_____ 33	_____
Special resource teachers/specialist	_____ 2	_____
Paraprofessionals	_____ 16	_____
Support Staff	_____ 18	_____
Total number	_____ 71	_____ 0

12. Average school student-classroom teacher ratio, that is, the number of $\frac{20}{1}$: 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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	97 %	97 %	97 %	97 %	%
Daily teacher attendance	95 %	96 %	97 %	97 %	%
Teacher turnover rate	5 %	7 %	12 %	23 %	%
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

In the year 2003-2004, a 23% teacher turnover rate is stated in the above tables. Corpus Christi ISD made the decision to consolidate Lozano SES and Shaw SES. Seniority was one component to determine the teaching staff for that school year. Teachers were given

the opportunity to transfer to other schools. The schools followed directives from the Human Resource department on staffing patterns or staff placements. This affected certified and auxiliary personnel.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

In August 2003, Lozano Special Emphasis School consolidated with Rose Shaw Special Emphasis School - a challenge and a success. Both the Lozano and Shaw school communities, which were created in the 1950's, have rich histories and are named after individuals who dedicated their lives to education. The tradition of excellence in educational service inspired by these great leaders continues to flourish in this community school now called Rose Shaw Special Emphasis School (SES). The term, special emphasis school, means that the school will be provided with effective instructional leadership, additional resources, and personnel to help educate the whole child. The uniqueness of two schools merging together provided for a sharing of ideas, philosophies, best practices, and a collaborative effort to promote student success. These two recognized schools became a powerful venue that propelled our students toward academic excellence.

Rose Shaw's changes in the community, family and staff have affected the thrust toward excellence. Our first goal is student success. We define our success as academic progress and achievement, and work towards creating lifelong learners to break the cycle of poverty in our community. With limited educational experiences, the parents cannot always enhance the instruction that students receive. Crime, gang violence and vandalism keep families from utilizing community resources, so they turn to Rose Shaw SES to help educate their children and themselves. We have proven that poverty is not an excuse for failure; on the contrary, it is the reason for success.

Our school motto 'Inspiring Success in Every Child' is the philosophy practiced by all staff, parents and community members. Our dedicated teaching staff stays abreast of best practices in all areas of instruction and provides differentiated instruction to meet the needs of our student population. Rose Shaw SES's mission is to create a place where every student can learn with the help of the staff, parents, and the community. We are recognized as a school that emphasizes high academic standards, self-discipline, and civic responsibility of all students to their fullest educational potential.

The school focuses on activities which are an extension of the child's learning and parental involvement is an active component of student achievement. Parent involvement activities help build the students' self-esteem and ensure collaboration with the school. Father/Son Night and Mother/Daughter Night provide quality time for parents to engage in fun educational activities in an exciting environment. Rose Shaw's career night gives students a glimpse of the numerous possibilities of career choices they would like to pursue in life. Professionals from all walks of life such as doctors, lawyers, judges and engineers encourage students to pursue their dreams.

We have developed a partnership with professional community members who see the potential in each one of our students. They bring their expertise and financial support to our instructional programs and serve as mentors for individual students in the classroom. Texas House of Representatives members Mr. Abel Herrero and Mr. Solomon Ortiz, Jr. are individuals who provide community services for our families and assist them in many ways. Rose Shaw SES provides multiple learning opportunities to the students in the form of extended day tutorials, computer and science labs, guidance counseling, and cooperative group settings which focus on higher order thinking skills. The school and home working together will ensure the success of our children. This enthusiasm is contagious and we are on a quest to provide the highest quality education possible for all.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Rose Shaw SES was recognized by the State of Texas as an 'Exemplary' campus for the 2006-2007 school year. The Texas Education Agency (TEA) recognized our campus for outstanding scores in all areas of the Texas Assessments of Knowledge and Skills (TAKS). Our reading scores show that our 3rd graders scored at a 100% passing rate; 4th graders scored at an 81% passing rate; and 5th graders scored at a 99% passing rate. In mathematics, 3rd graders scored at an 88% passing rate; 4th graders scored at a 78% passing rate; and 5th graders scored at a 100% passing rate. Our 4th graders scored at a 94% passing rate on their writing assessment, and 5th graders scored at a 97% passing rate on their science test. Special education students took their grade level appropriate SDAA in reading, writing, and mathematics and scored at a 96% passing rate. The 5th grade special education students took their science TAKS assessment (TAKS I) and scored at a 97% passing rate.

The TEA has designated three levels of achievement for individual elementary school children. Commended performance simply means that a student has achieved at a high academic level, met standard represents standard achievement, and did not meet the standard indicates that a student's knowledge and skills are not developed enough to pass the TAKS test.

The TEA has also designated ratings for district and individual campuses based on student results on the TAKS. An exemplary campus rating means the school population passing rate has averaged 90% or better on all TAKS tests. A recognized rating indicates a school population average passing rate of 75% and above and an academically acceptable rating means a school passing rate is below 70% and meets requirements for each subject. In order for the children to be promoted to the next grade level, 3rd grade students must pass the TAKS reading test and 5th grade students must pass the TAKS test in both reading and mathematics. Students in special education must also pass the SDAA test (State Developed Alternative Assessment). For a further detailed explanation of accountability ratings, please visit www.tea.state.tx.us/perfreport/aeis.

Despite our high percentage of economically disadvantaged students, Rose Shaw has had a consistent increase in TAKS scores for the past five years culminating in an Exemplary status for the year 2006-2007. The third grade TAKS results indicate that our students have shown an increase in the area of reading for the past three years with an average of 90% or higher and 100% of students mastering the TAKS for 2006-2007. Our fourth grade reading scores indicate an overall improvement in the area of commended performance with a 20% increase in our economically disadvantaged subgroup. Our fifth grade math and reading TAKS scores have dramatically increased for the past three years with 100% passing rate in math and 99% passing rate in reading for the 2006-2007 school year. Our economically disadvantaged subgroup that makes up 97% of our Hispanic student population has maintained a high achievement level in areas of reading, mathematics, writing, and science. We are proud of our students for their dedication, hard work, and high academic achievement.

The exemplary rating achieved by the school for the 2006 ' 2007 school year was celebrated with the children, parents, community professionals, and district officials. The teachers, staff, and administrators are proud to be a part of a professional learning community. Rose Shaw will continue to be a place where school staff, parents, and community members emphasize multi-cultural strengths and an enthusiasm for learning. As a team, we will develop our students into capable leaders for tomorrow.

2. Using Assessment Results:

Assessment results are the answer to the question, 'Who needs help?' Without an answer, we fail to provide our students with appropriate early interventions. Data allows us to shape our instructional practices and target any deficiencies that exist in instruction. We, as educators, are held accountable for our students' success.

Rose Shaw SES staff analyzes assessment results from the state mandated TAKS. Our teachers use this data to create effective tutorials, engaging lessons, implement interventions, and provide research based strategies to address instructional deficits. This data is entered into School Net, a database which generates a school profile that identifies academic needs, analyzes campus achievement, and tracks students' progress. This information is then used to assist in addressing instructional weaknesses. The use of these assessments has led the staff to seek out and identify effective school practices, strategies, and materials that impact student achievement.

Instructional leaders shape the environment in which our students succeed or fail. We attribute our success to the teachers' high expectations and their ability to analyze all data. The staff is proactive and implements interventions at an early stage to help students in their areas of academic deficiency. Rose Shaw SES utilizes personnel to help meet the needs of our student population. Every staff member becomes a resource as we focus our energy on success.

Tutors provide differentiated instruction to help reinforce and strengthen concepts taught in the classroom. Sustaining levels of high achievement is important for continuous improvement and exemplary achievement. Therefore, our learning extends beyond the regular school day to include morning and after-school tutorials to help our students succeed. Tutorials are also provided to students on Saturdays to target TAKS objectives that are a challenge to our students.

3. Communicating Assessment Results:

Rose Shaw SES encourages parent participation in the learning process by communicating our mission and vision to our parents during our Open House held on September 20th. Each grade level meets with parents to review academic requirements and student expectations. We strongly believe in creating a parent and school team that shares a common goal of educating our students.

The following vehicles are used to help us communicate our students' progress to their parents. We send out official documents such as progress reports and report cards. Student progress is relayed to parents via phone calls, hallway conversations, and formal conferences to keep parents abreast of their child's progress. The principal's monthly newsletter, parent teacher meetings, and notes sent home are vehicles that communicate school recognitions, benchmark dates, and upcoming events. The School Report Card and the IEP annually informs parents of the TAKS/SDAA results. Each grade level sends out a newsletter every six weeks indicating skills, concepts, assessments, and activities that their children will be taught during that marking period.

Rose Shaw SES has a website that also serves as a communication tool with our parents as well as the community to provide information about the school and a calendar of events occurring at the school. Parents are able to communicate with their child's teacher about issues such as homework, daily assignments, grades, and attendance via email. Please visit our website at <http://shaw.ccisd.us>.

4. Sharing Success:

Sharing successful strategies within our campus and throughout the local school district is the most effective means for fostering a culture of adult learning. A climate of mutual trust and respect enables all members of the learning community to seek and attain excellence.

Rose Shaw SES believes that sharing knowledge and exploring new venues is the key to improving teaching and learning for our students. Teachers from other schools are invited to visit our school website and/or visit our classrooms to view effective research-based instructional practices, strategies, and techniques. In conversing with other teachers, we have the opportunity to discover innovative ideas. Our teachers serve as cooperating teachers willing to supervise student teachers and share their wealth of knowledge. High school students interested in the education field have the opportunity to participate in The Ready Set Teach program which collaborates with Rose Shaw SES and allows these students to learn and work with our exemplary teachers. Teachers and staff meet horizontally and vertically to share ideas and instructional practices. At the district level, a team of teachers presented to a group of administrators on best practices at Rose Shaw SES. Through the Professional Learning Cadre meetings designed to provide collaboration among administrators, our principal has the opportunity to share instructional practices, strategies, and techniques that are a key part of our school's success.

Rose Shaw SES continues to grow and share their expertise and professional success strategies that impact our students, our school, and our community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Rose Shaw SES curriculum is driven by the Texas Essential Knowledge and Skills objectives. These are the state-mandated skills which constitutes the specific objectives that every student in grades Kindergarten through twelve is expected to master. Our curriculum provides a solid foundation in our core subjects: reading, mathematics, writing, social studies, and science.

Reading/Language Arts instruction is based on two instructional programs. The students in the primary grades Kinder - 3 are taught through the SRA Open Court Reading program, which emphasizes phonemic awareness. The students in grades 4 - 5 utilize the McGraw Hill Reading program plus literature-based novels for reading instruction. The teachers incorporate a cooperative group setting in their classrooms which promotes higher order thinking skills. The library is a focal point which reinforces skills and concepts, and is an extension of the classroom. The Accelerated Reader Program is implemented school wide to enhance vocabulary building and comprehension. A major emphasis throughout the school is the importance of reading daily and enjoying the experiences gained from our book journeys.

Mathematics instruction is provided to the students with a hands-on approach through our Harcourt Brace district adopted program. The students work in cooperative groups to allow them to see the concepts developed from concrete to abstract. Teachers work with students independently or with small groups, based on their specific needs. A mathematics computer lab is utilized to reinforce the skills being addressed in the classroom as well as extending the skill to real world applications. A tutor is utilized to reinforce and present in a different teaching modality. Close monitoring of our student benchmark data allows the staff to create meaningful lessons, implement early interventions, and ensure the success of our students in the area of mathematics.

In science, the teachers focus on scientific inquiry and critical thinking skills through classroom science experiments. In addition, teachers use technology which includes a computer lab to help students understand the scientific concepts. A science lab is utilized to provide hands-on discoveries for the students as they test their hypotheses. A vegetable garden is used to help the students link the concepts studied in the science curriculum. An annual science night provides valuable information to the students and parents on the scientific method. It also allows them to participate in activities that broaden their understanding of science.

The Rose Shaw SES social studies curriculum prepares students to be active, productive, and tolerant citizens in an interdependent world who understand the world's political, economic, social and geographic systems. This leads to increased civic responsibility, tolerance, and management of resources. The application, analysis and evaluation of social studies may help to prevent repetition of past mistakes. Students engage in social studies activities such as presentations and group studies, which will in turn promote an extension of their own learning. Classes visit the Corpus Christi Museum of History and Science as a culminating activity for their unit of study.

Rose Shaw SES provides a variety of enrichment opportunities for students, which include physical education, music, and art. These classes provide exciting opportunities for students because we believe that fine arts education not only influences creativity in academics, but also helps to develop the whole child.

The fine arts program enhances the science, social studies, mathematics and language arts curriculum. A connection occurs when the content area is made relevant through art and music. It nurtures humanity, facilitates reflection and inspires the possibilities of the future. This gives students the ability to communicate fluently, both verbally and nonverbally. The fine arts program promotes cultural awareness and critical thinking skills that encourage our students to become capable, well-rounded individuals. Though the concepts are taught in the core content areas, the fine arts program brings the passion of the era alive.

The fine arts teachers work to expose students to the many different cultures that are tied into each of the core curriculum areas. They have been exposed to 'Dia de los Muertos' from Mexico, the kimono from Japan, The Masai's beadwork and Kente cloth from Africa, as well as other cultures. In music, the rich sounds of these cultures and their heritage is taught and students acquire a new understanding of how music affects our lives and has done so throughout history. This close connection to the core content area brings a new understanding of history, art, math and language arts.

For students who have a real passion for art or music, the fine arts program provides an art and music club that delves into more intricate forms of expression. Our students have performed throughout Corpus Christi at various community events and shared their passion for music. Our talented artists have been asked to display their amazing art work at the State of the District Luncheon, as well as other events. The magic of exploring their love gives our students the opportunity to become teachers and share their love with their fellow classmates, our community and their families.

2a. (Elementary Schools) Reading:

Reading is the basis for success in all academic endeavors. The intellectual, physical, aesthetic and socio-emotional development of every student is fundamental. The SRA Open Court Reading for Kindergarten to Grade 3 and the McGraw Hill Reading program maintain a strong instructional focus in the areas of decoding, comprehension, inquiry and investigation, and writing for students who begin their schooling with little or no background in reading. The additional emphasis on spelling, vocabulary, grammar, listening and speaking skills make it a well-rounded research-based program that enables our students to become great readers, prolific writers and confident learners. These programs have a structured, systematic approach to learning to read that ensures success in all students.

Melding powerful reading instructional strategies and human resources to maximize students' potential is our common goal. Assessment and intervention is vital to developing and adjusting our curricular activities to ensure academic success for all students. We utilize the Texas Primary Reading Inventory, six-weeks benchmark assessments at all grade levels and the Phonemic Awareness Literacy Screening (PALS) test in Pre-Kindergarten which helps assess phonemic awareness skill levels and literacy.

Disaggregating the data and ensuring that students receive individualized or small group instruction is a big component of ensuring reading success. Small group tutoring, reading intervention classes, and joint parent/student evening instructional activities focus on having all students actively engaged in building their skill sets for success. These types of tutorials provide instruction for the students utilizing different teaching modalities and resources to address the diverse needs of our student population. A flexible library schedule, a multitude of resources, and before-and-after school activities ensure that students are exposed to as many forms of literature and quality instruction as possible.

3. Additional Curriculum Area:

Delta Science Modules are utilized at Shaw SES to provide a quality hands-on science education for the students. The activities in the modules engage the students in inquiry-based learning. Along with the hands-on activities, the Delta Science modules provide a combination of science and reading concepts for the students. Activities Integrating Math & Science utilizes a multi-sensory exploration and discovery method of learning science concepts. Its hands-on approach incorporates mathematics, science, literature, fine arts, written/oral language and assessments. Our students enter a well-equipped science lab that promotes experimentation of science concepts which provide the students with a clear understanding of the scientific method.

Emerging young scientists devote extended time to self-exploration of science concepts through after-school clubs. Lab Mice/Lab Rats (Grade1'5) have embarked on a geological exploration of fossils and rocks as well as crystals. They have engineered their own boat to study buoyancy and density. Independent or small group exploration of scientific concepts is encouraged to reinforce the scientific method. Students have the opportunity of presenting their experiments during the science fair, on morning announcements, and through live videos on our school website.

4. Instructional Methods:

If your plan is for one year, plant rice; if your plan is for ten years, plant trees; if your plan is for a hundred years, educate children.' (Confucius) Rose Shaw SES utilizes differentiated instruction and cooperative group activities to help ensure the success of the students. Instruction is presented in a whole group fashion with a presentation of a skill. The students then break off into cooperative groups which promote a spiraling of skills previously taught. The teacher-directed station provides a more one on one interaction with the students. The use of graphic organizers helps the students solidify their understanding of the information and materials for the task at hand. This allows them to compare and contrast, classify, organize, and internalize the information. Third party software is utilized to provide reinforcement of the

concepts skills being taught in the classrooms. Heart Beeps, Incredible Tutor, Inspiration, Kidspiration, Orchard Mathematics Software, My Reading Coach, and Auto Skills allow teachers to address the multiple and varied learning styles of all students. Teachers have developed a Blooms Taxonomy questioning ladder that is utilized in all core subject areas. This promotes higher level thinking for the students which enhances their critical thinking skills.

5. Professional Development:

It takes a village to raise a child. Every member of the staff, from custodians to teachers, is a contributing member to the culture, climate, and success of the school. This is essential to achieving high levels of student performance; therefore, we are a community of learners. Through continued professional development throughout the year, we strengthen our teaching of all core subjects and ensure vertical alignment.

In reading, our school has focused on a district initiative incorporating Phillip Schlechty's leadership and school reform, Working on the Work. This ongoing staff development provides the teachers many opportunities for collaborative lesson planning. It produces authentic student engagement which promotes positive student achievement. Additionally, we have utilized 'May the Fours Be With You', a program that focuses on writing skills beginning in Pre-Kindergarten, with oral storytelling that sets a foundation for emergent writing and ensures that students maintain focus and coherence in their writing. Yearly training in support of the English Language Learner (ELL) is vital in our community since we have a large population of second language learners. A minimum of two bilingual teachers are employed at each grade level, as well as ESL certified teachers. Our ESL students have continued to prosper with an average of 92% of the students meeting TAKS expectations and an average of 50% being commended.

In mathematics, all staff members have been trained through the district's Elementary Mathematics Initiative Training (EMIT). EMIT utilizes a foundation of instruction that ensures a concrete way of thinking through a mathematics problem by ensuring that students understand relationships and why they work. Joshua Horton's strategic mastery provides the children with the necessary tools to build their confidence. This confidence will address the fear of problem solving through the use of visualization, verbalization, and organization. This additional training provides additional teaching strategies to enhance our state-adopted mathematics program.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test TAKS

Edition/Publication Year 06-07 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	86	92	92	88
% "Exceeding" State Standards					
Commended	40	40	31	29	10
Number of students tested	75	87	74	86	51
Percent of total students tested	96	89	88	92	88
Number of students alternatively assessed	3	10	8	7	7
Percent of students alternatively assessed	4	10	10	8	12
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	100	1
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	3	3	4	5	2
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	96	87	93	91	87
% "Exceeding" State Standards					
Commended	42	43	31	31	9
Number of students tested	72	82	67	81	47
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	0	2		0	2
4. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	96	85	91	92	87
% "Exceeding" State Standards					
Commended	40	39	27	27	9
Number of students tested	72	82	70	83	46

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	88	83	84	94	83
% "Exceeding" State Standards					
Commended	34	28	16	27	9
Number of students tested	77	83	73	88	53
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	100	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	3	2	4	5	3
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	88	84	82	94	81
% "Exceeding" State Standards					
Commended	34	28	18	29	6
Number of students tested	74	79	66	83	48
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	0	2		0	2
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	88	83	83	94	81
% "Exceeding" State Standards					
Commended	35	26	13	26	8
Number of students tested	74	77	69	86	48

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	81	90	78	90	79
% "Exceeding" State Standards					
Commended	33	14	17	14	6
Number of students tested	84	77	83	70	33
Percent of total students tested	99	100	100	85	89
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	67	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	1	3	6	4	0
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	80	90	79	89	79
% "Exceeding" State Standards					
Commended	32	14	18	14	6
Number of students tested	81	73	77	65	33
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	2	1		1	0
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	79	90	81	92	77
% "Exceeding" State Standards					
Commended	31	11	16	11	6
Number of students tested	78	71	77	61	31

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	78	84	78	85	69
% "Exceeding" State Standards					
Commended	28	24	29	9	0
Number of students tested	83	75	83	74	36
Percent of total students tested	98	100	100	90	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	67	0	0
% "Exceeding" State Standards					
Commended	0	0	17	0	0
Number of students tested	1	3	6	4	0
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	78	85	79	86	69
% "Exceeding" State Standards					
Commended	29	24	30	7	0
Number of students tested	80	71	77	69	36
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	2	1		1	0
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	77	86	79	83	70
% "Exceeding" State Standards					
Commended	26	23	27	8	0
Number of students tested	77	69	77	65	33

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	99	88	71	77	77
% "Exceeding" State Standards					
Commended	21	21	9	17	14
Number of students tested	70	72	65	65	44
Percent of total students tested	81	81	83	83	98
Number of students alternatively assessed	15	15	13	0	0
Percent of students alternatively assessed	17	17	17	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	1	3	3	3	0
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	99	88	69	76	80
% "Exceeding" State Standards					
Commended	22	20	8	16	13
Number of students tested	68	69	61	62	40
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	1	0		0	4
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	98	86	67	76	75
% "Exceeding" State Standards					
Commended	18	17	5	14	8
Number of students tested	65	66	58	59	40

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	Feb/April	Feb/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	87	81	86	84
% "Exceeding" State Standards					
Commended	63	49	27	25	5
Number of students tested	70	78	67	65	43
Percent of total students tested	83	87	86	83	96
Number of students alternatively assessed	14	12	11	0	0
Percent of students alternatively assessed	17	13	14	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	1	4	3	3	0
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	89	79	85	85
% "Exceeding" State Standards					
Commended	62	50	27	26	3
Number of students tested	68	74	63	62	39
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	0	0	0	0	0
% "Exceeding" State Standards					
Commended	0	0	0	0	0
Number of students tested	1	0		0	4
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	86	80	86	82
% "Exceeding" State Standards					
Commended	63	46	23	24	5
Number of students tested	64	71	60	59	39