

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

REVISED/MARCH 9, 2006

U.S. Department of Education

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

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

Official School Name Oilton Elementary
(As it should appear in the official records)

School Mailing Address P. O. Box 206; 619 Avenue F
(If address is P.O. Box, also include street address)

Bruni Texas 783440206
City State Zip Code+4 (9 digits total)

County Webb State School Code Number* 240904

Telephone (361) 747-5415 Ex. 201 Fax (361) 586-4979

Website/URL//http:www.webb.esc1.net E-mail nora.black@webb.esc1.net

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. David Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Webb CISD Tel. (361) 747-5415 Ext. 101

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

(Superintendent's Signature) Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other

 3 TOTAL
2. District Per Pupil Expenditure: \$10,783

 Average State Per Pupil Expenditure: \$ 8,916

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
5 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	15	13	28	7			
K	11	12	23	8			
1	16	16	32	9			
2	18	18	36	10			
3	13	16	29	11			
4	12	20	32	12			
5	14	11	25	Other	6	13	19
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							224

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 3 | % White |
| 0 | % Black or African American |
| 97 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 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: 21 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	48
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	224
(5)	Total transferred students in row (3) divided by total students in row (4)	.21
(6)	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 19 %
41 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 48 %
Total number students who qualify: 105

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: 11%
25 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	_____
Classroom teachers	<u>19</u>	_____
Special resource teachers/specialists	<u>1</u>	_____
Paraprofessionals	<u>7</u>	_____
Support staff	<u>0</u>	_____
Total number	<u>28</u>	_____

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

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	98 %	97 %	97 %	98 %
Daily teacher attendance	97 %	98 %	97 %	98 %	97 %
Teacher turnover rate	0 %	1 %	0 %	1 %	0 %
Student dropout rate (middle/high)	NA %	NA %	NA %	NA %	NA %
Student drop-off rate (high school)	NA %	NA %	NA %	NA %	NA %

PART III – SUMMARY

The Oilton Elementary motto— “The power of teamwork—hand in hand, we can achieve our goal” —is the driving force behind our school. Our school’s mission stresses a team approach that includes: school, students, home, and community—all sharing responsibility for the student’s success. Furthermore, we believe that all stakeholders (parents, teachers, students, community members, business members, board of trustees) have a vested interest in the success of our students. This motto is a testimony to the success achieved by Oilton Elementary over several years. Texas Education Agency ratings garnered by Oilton Elementary include: Exemplary in 2000, 2001, 2002, 2003 and Recognized in 2004, 2005. In addition, Oilton Elementary has received numerous Gold Performance Acknowledgements from the Texas Education Agency during this same time span.

Oilton Elementary School is part of the Webb Consolidated Independent School District. We are located 32 miles east of Laredo, Texas. The elementary school is comprised of children in the three-year old program through the fifth grade, with the majority of our students being Hispanic. Because we are a rural school, with a total enrollment of 224, we have a nurturing, family-oriented school environment that meets the individual needs of all students. The students in our district come from the surrounding communities of Aguilares, Bruni, Mirando City, Oilton, and various ranches. The parents in our district genuinely care about their children’s academic progress. For the most part, our children’s parents are educationally deficient; however, they feel that education is the key to break that cycle and are generally very supportive. We have an abundance of single-parent households, as well as a great number of families that are economically challenged.

Our Campus Improvement Plan is an important guide in helping us achieve our goals. This plan aligns the curriculum with the school, state, and national goals. Reading, math, writing, science, parental involvement, attendance, and vertical alignment are the seven components of our plan. This year, we added a new component—bullying. Our core reading program utilizes the Sing, Spell, Read, and Write Program in the early grades. Furthermore, we have a fluency lab for kindergarten through third grade that satisfies the state’s requirement to improve our students’ fluency. This is a tested area on the Texas Primary Reading Inventory (TPRI). Our math teachers in grades two through five use the Sharon Wells Math Program. Technology in our classrooms is used by our fourth and fifth grade teachers regularly. They utilize the portable computer lab to enhance their lessons as well as the Internet. By the same token, the lower elementary grades use the computer lab to practice their phonics and reading skills through the Creative Education Institute Program.

Our parental and community involvement is excellent. Several parents donate their time to read to our kindergarten students and then assist with their Accelerated Reading testing. The Conoco-Philips Corporation maintains a strong tie with our school and sponsors the “Conoco-Philips Oilton Elementary School Reading Partnership.” Their employees schedule reading time with our students and then award the top readers at the end of the school year. In addition, the Medina Electric Company is another valuable resource. They provide presentations in the area of science. For several years, they have donated tickets to the Shriner’s Circus in San Antonio for our students in kindergarten through second grade. Our volunteer parents are the essential element when we host our “Carnival Day.” Students earn tickets for exhibiting positive behaviors and excelling in the classroom. This event is held at the end of each six weeks, and on Carnival Day, they get to “spend” these tickets at various booths, such as face painting, basketball throw, etc. Conoco-Philips and Medina Electric employees also assist during Carnival Day.

Our Webb CISD Oilton Elementary staff all work very hard toward the same common goal of fostering independent thinkers and creative learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Texas performance levels are monitored by the state's accountability system. This information is accessed at www.tea.state.tx.us under the Student Assessment Division. The Texas Essential Knowledge and Skills (TEKS) are the basis for the state's accountability system, which tests performance levels utilizing the Texas Assessment of Knowledge and Skills (TAKS). The TEKS essentially are the learning standards that Texas schools follow for each subject and level. Texas' school curriculum follows TEKS-based instruction. The TAKS tests measure knowledge and skills in several core subjects. The TAKS scale score is used to determine whether a student met the standard. This scale also determines how far the student's performance is above or below the passing standard. Students scoring considerably above the state's passing standard are recognized with a Commended Performance level. Students are tested yearly beginning in the third grade. TAKS tests are administered per grade level. In the third grade, students are tested in the areas of reading and math. The fourth grade students are tested in the three areas of writing, reading, and math. Our fifth grade students are tested in the areas of reading, math, and science. The TAKS scale score for the passing standard, met standard, is 2100 and it is 2400 for the Commended Performance level.

Beginning in 2003, students in Texas schools were required to achieve mastery on certain portions of the TAKS to be considered for grade level promotion. This is referred to as the Student Success Initiative (SSI). As a result, third grade students must pass the reading test to be promoted to the next grade level. In addition, students in fifth grade must meet the state's stringent requirement and pass both reading and math to be promoted to the next grade level. The administration for the reading and math portions of the TAKS required that students be given three opportunities to pass the tests. The tests are administered beginning in February. Students that are not successful on a specific portion of the TAKS have two other opportunities to pass. In order to meet the standard for passing, our students must score approximately 70 percent on each test. All of our students at Oilton Elementary have been successful with this new test measure. There have been no students retained due to state requirement.

The school's assessment results for Oilton Elementary are based on this Texas Assessment of Knowledge and Skills (TAKS) for grades three through five. During the school years 2002-2003, 2003-2004, and 2004-2005, our students have consistently achieved above the state level performance in all tested areas. In these years, our school received a campus rating of Recognized. Seventy percent of all students must pass in each subject area to receive a Recognized rating. Our students achieved well above the minimum requirement for the state recognition. This achievement is outstanding because schools in our comparison group, with similar socio-economic populations, generally score at or below the state average, while our students have surpassed the state average. In addition, our school received Gold Performance Acknowledgements in 2002-2003 with commended recognition on reading/ELA, math, and science. In 2004-2005, Gold Performance Acknowledgements were awarded as well. Recognition was given for attendance for 2003-2004, as well as commendations in mathematics and science plus comparable improvement in mathematics. This recognition is given only to select schools that have met the state's stringent requirements on additional indicators.

On a campus where our population is 97 percent Hispanic, the disparity among subgroups is minimal. Our TAKS testing results demonstrate that Oilton Elementary did not have any significant performance disparity among students from different economic backgrounds.

2. Using Assessment Data

The Oilton Elementary staff utilizes assessment data in a variety of ways to diagnose a plan for the student's intervention. Our school staff reviews the district Academic Excellence Indicator System (AEIS) data. After reviewing the AEIS, staff determines specific Texas Assessment of Knowledge and Skills (TAKS) objectives that did not meet the state standard and must be targeted in order to provide what is best for the individual student.

Students in kindergarten through third grade are assessed with the Texas Primary Reading Inventory (TPRI). This test is an assessment tool that provides a comprehensive picture of a student's reading development. The following grade levels are assessed: kindergarten tests at the middle and end of the year. First through third grades test three times, at the beginning, middle, and end of the school year.

With the TPRI, teachers can focus on helping the student learn the reading concepts that they need in order to meet the goal of reading on grade level.

At Oilton Elementary, students in kindergarten through second grade are assessed with the Iowa Test of Basic Skills (ITBS). The ITBS is a norm-referenced achievement test covering the areas of reading, mathematics, language arts, social studies, and science. This test provides a measure of a students' achievement in skills across the primary grades. Teachers analyze and use data to gear instruction and interventions toward the students' targeted weak areas.

Students in kindergarten are also assessed with Dynamic Indicator of Basic Early Literary Skills (DIEBELS). This assessment tool provides a picture of a student's weakness in early literary skills.

In grades three through five, students are benchmarked on TAKS practice tests in the areas of English language arts, math, and science. The staff uses the benchmark results to develop a plan of intervention. Saturday tutorials, after-school tutorials, and intensive practice are provided to the student who experiences difficulty in specific subject areas. Our school district uses the AEIS-IT Program to track student progress through interval benchmarks prior to the state assessment. AEIS-IT is a comprehensive test data analysis tool for the Texas Assessment of Knowledge and Skills (TAKS), Reading Proficiency Exam in English (RPTE), and State Developed Alternative Assessment (SDAA). Users can also scan, score, and report benchmark exams.

Our staff continuously meets from the onset of the school year to gather data from all the assessments to determine our school programs' effectiveness. The staff aligns curriculum in order to identify weaknesses and strengths across the grade levels to ensure student success.

3. Communicating Student Performance

Our school feels that it is extremely important to always keep open communication between our teachers, parents, students, and our community. Our parents play a vital role in their children's education. At the beginning of the school year, we host a "Meet the Teacher Night" for all grades, including the three-year old program through the fifth grade. Parents are invited to an informal meeting (by grade level) in which the teacher shares student expectations. It is extremely important that our parents are made aware of how their child is performing in the classroom, as well as on any assessments. Our school district makes every effort to let the parents know in advance when any assessment will be administered. Our teachers meet with parents to review and discuss the test results. We like to let the parents know exactly where the child's present level of performance is and where they need to be. We meet with the parents throughout the school year as we perform these various assessments.

As part of the Student Success Initiative (SSI), parents receive progress reports in the areas of third grade reading, and fifth grade reading and math. These reports are disseminated to parents at the beginning of the year and mid-year so that they will know if the child is considered to be at-risk in these areas. The progress report also addresses the interventions the school is going to implement with this specific child. Furthermore, parents of second and fourth graders receive an end-of-year progress report in the areas of reading and math since they will be held to Student Success Initiative requirements for the following school year.

As for the TAKS test results, each student has a personal conference with the principal to review his/her scores. It is extremely important to give the child the privacy he/she deserves. The Texas Education Agency requires all school districts to send a copy of the school report card to all parents. This allows the parents and community to know exactly how the school is performing compared to other schools in the state.

4. Sharing Our Successes

Administrators, staff, and parents at Oilton Elementary are extremely proud of our accomplished programs. Understanding that learning, sharing ideas and strategies are keys to further the success of other teachers and schools, we share our successful practices with them.

We have already taken steps to help neighboring districts learn from our success. For example, staff members from Ricardo ISD visited our campus to observe our writing teachers in order to integrate our methodology with theirs. Mirando City ISD teachers also visited our campus last year so they could discover various approaches to incorporate into their classrooms. Teachers feel extremely privileged to be able to help other districts achieve. We are willing to take the steps necessary to help other school districts develop programs to meet the academic needs of their students.

Furthermore, we welcome future teachers to do their observations and student teaching at our school district. We look at this opportunity as a chance to help a future teacher develop techniques, as well as teaching skills that will assist in being successful educators.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Oilton Elementary School is devoted to the belief that all students can learn. We believe that we must provide an environment that promotes motivation, high expectations, positive attitudes, and mutual respect which in turn builds self-esteem which is the foundation for student success. We want to foster the ability to think critically and problem-solve so that students can be successful citizens. Our curriculum upholds this belief. The Oilton Elementary staff is committed to maintaining high expectations for all of our students.

Our curriculum for students in pre-kindergarten through fifth grade includes instruction in the core subject areas of reading, language arts, mathematics, science, social studies, and physical education. The DARE Program (Drug Awareness and Resistance Education) is incorporated in the physical education program and yearly drug-awareness activities are scheduled during the school year to relate to the national Red Ribbon Campaign. The physical education staff integrates anti-bullying education, character education, and even meshes language arts activities into the curriculum.

A variety of interventions involving specialized instructional settings is available for students who are performing below grade expectations. For students that have a deficiency in English, an English as a Second Language Program (ESL) is provided. Our fluency and Creative Education Institute (CEI) labs are also utilized for those fourth and fifth grade ESL students who are weak in this area.

The teachers meet at least once a semester to vertically align the curriculum in their designated area. Grades two through five are departmentalized and the teachers feel that this approach enables them to track the students. Our math curriculum is discussed at length on page twelve.

The goal of the science program is to have an educated and well-rounded student. In the beginning of our school year, an initial benchmark test is administered and results are analyzed. A daily oral science activity (DOS) is used as a warm-up activity at the beginning of class. Our regional service center provides video sources that accompany specific lessons. The streamed videos chosen to accompany the lesson are important for the visual learner and the auditory learner. They do not take the place of teaching, they enhance the lesson.

The main objective of the social studies program is to be vertically aligned among the campuses. The elementary social studies department is building the foundation for future learning. This is evident in the successful results that our middle school campus has received in the state-mandated test.

The language arts curriculum implemented for grades kindergarten through five consists of several sources. Daily journal and proofreading activities are done weekly. Students begin to learn proofreading marks as early as kindergarten. The writing program is very structured and follows the six steps of the writing process according to the Writing Academy curriculum. At Oilton Elementary, we encourage writing in all subject areas to reinforce skills taught. Our approach to teaching language arts was chosen because it is very structured and comprehensive. The program implemented at our school is teacher and student friendly. Our goal and purpose is for all students to become successful writers.

Oilton Elementary incorporates computer technology in all curriculum areas and realizes the importance of doing this on a regular basis.

2a. Reading

At Oilton Elementary, great emphasis is placed on fostering lifelong readers. When our district adopts a basal, we look for one that offers a variety of lessons and activities based on the Texas Assessment of Knowledge and Skills (TEKS). We do not follow all suggestions and lessons. We base our lessons on data-driven information. Many of the activities are developed by the teacher using teacher-created materials and other resources. Our curriculum may change from year to year depending on student performance and student need.

Students practice fluency through the Read Naturally Program. This lab is available for all grades. The lab is monitored by the teacher and reports are generated every two to three weeks. Adjustments to the student's fluency levels are made based on these reports and lab attendant input.

As previously mentioned, our CEI lab is used by lower grade reading classes, especially those identified as highly at-risk. This program offers instruction in the areas of phonemic awareness, vocabulary development, fluency, and comprehension. Our fourth and fifth grade students mainly utilize the portable computer lab. Our basal reader has a website that the teacher uses to support her classroom instruction.

For those students struggling in reading due to dyslexia or other severe reading deficiencies, a structured dyslexia program is used. Repetition is the key in the success of this program with our students. Other computer-based reading intervention programs and phonics programs are used in conjunction with regular reading instruction.

Our students in the kindergarten through the second grade use the Sing, Spell, Read, and Write Program. This program is a multi-sensory, phonics-based reading program that supports the five key components of reading instruction called for by the Reading First Initiative: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Students in kindergarten through fifth grade participate in the Accelerated Reader (AR) Program. Students select a book at their own level and that meets their personal interests. Once they have read the book, a computer-generated test is taken. Our reading curriculum stresses the importance of reading, not only for required assignments, but for enjoyment as well. Students accumulate points for every book they test on and successfully pass. Twice a year, students are able to spend their points at our "AR store". In addition, those students earning the most points are rewarded with field trips.

3. Math

The mathematics foundation at Oilton Elementary begins with the 3-year old program. Students in the early grades are introduced to math concepts using creative and developmentally appropriate activities. Parental involvement is another avenue to reinforce class activities. In kindergarten and first grade, students are presented with mathematical concepts that follow the Texas Essential Knowledge and Skills. Because of the early introduction of mathematics, students engage in learning at a faster pace. The math concepts for each grade level are introduced through concrete and abstract instruction. Manipulatives form a part of concrete learning. Second through fifth grades are departmentalized and taught by the same teachers. Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Knowledge and Skills (TAKS) are outlined in a scope and sequence, which is essential to maximize use of time. Manipulatives continue to be used as students' learning styles are taken into account.

TAKS benchmarking is done three times a year to monitor the students' progress. Data is reviewed and analyzed to ensure that those deficient areas are addressed. A tutorial period is incorporated into the schedule that allows for the teacher to address and reinforce concepts with which students might have trouble.

Math teachers follow a curriculum that is vertically aligned. Communication within grade levels is essential to addressing the students' needs. Periodic assessments are given and analyzed by the teachers to adjust instruction for maximum attainment. The mathematics curriculum has daily problem solving activities, review of basic facts, concept lessons that develop from the concrete to the abstract, and weekly exams. Ongoing student progress evaluation assists in strategizing instruction for mastery.

All grade levels offer after-school tutorial classes and one-to-one instruction for remediation early in the year. Parental involvement in student reward activities provides a positive and nurturing environment. Math teachers attend training every six weeks to maintain knowledge on the latest research-based strategies that target the state assessment. These implementations support our mission to prepare lifelong learners.

4. Instructional Methods

At Oilton Elementary, we have high expectations and standards for all of our students. A variety of instructional methods are employed to meet the varied needs of our diverse population. Our children have different learning styles; therefore, our teachers must address which method works best for children who are struggling academically. Intervention is the key component in achieving student success at Oilton Elementary. Interventions come in the form of after-school tutorials, intercession instruction, small group instruction, one-to-one instruction, computer-based reinforcement, and remediation.

An extremely important component that leads to our success is the fact that we implement a year-round instructional setting. The retention rate of our student population is greatly magnified due the presence of schooling during the majority of the year. Even though the instructional calendar is the same as other schools, we follow a different type of reporting period. We have instruction for a minimum of six consecutive weeks, with one week off after the end of the period. The week off is used to remediate critical areas. Students attend half-day sessions in order to ensure they are being taught at the optimal instructional level. Extended day instruction continues on designated Saturdays. All of these interventions help in providing a multitude of educational accommodations to guarantee that each child experiences success at Oilton Elementary.

5. Professional Development

Webb Consolidated ISD strongly believes and encourages professional development for its entire staff. Our school district feels that it is very important to provide the teachers with the opportunity to continue their professional growth. Throughout the school year, teachers are sent to various workshops that address their students' needs. Our teachers participate in continuous professional development in the areas of math, reading, and writing. One of the many benefits is the continuity and consistency of the teaching methods. It allows our teachers to explore new and advanced trends of content and resources. It is vital for the teachers to share the new ideas, strategies, and techniques with the other staff members. Our district has also provided our campus with a needs survey for in-service trainings. The district then provides the staff with effective professional development that meets the needs of the educator and the goals and objectives of the school district.

Our school believes that teachers are at their best when they themselves are actively engaged in high quality learning opportunities. Furthermore, professional development provides the means of helping teachers not only learn new skills, but also develop new insights into pedagogy and their own teaching. Professional development provides support for our teachers as they encounter the challenges to prepare our children for the future.

PART VII- ASSESSMENT RESULTS

WEBB CISD

State Criterion-Referenced Tests Grades three through five

Test: TAKS (Texas Assessment of Knowledge and Skills) 2003, 2004, 2005

The Texas Assessment of Knowledge and Skills (TAKS) is a statewide assessment test mandated by Senate Bill 103 of the 76th Texas Legislature in 1999. State promotion policies were implemented in the 2002-2003 school year. Students in grade three were required to pass the state TAKS reading test to advance to grade four. Students in grade five had to pass the TAKS reading and math tests beginning in 2004- 05, respectively.

Also, enacted by the 76th Texas Legislature were the Student Success Initiative (SSI) grade advancement requirements for grade three reading test and grade five reading and mathematics tests. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee. They must decide if the student is likely to perform at grade level after additional instruction is given. Students may take the tests three times and schools are required to provide accelerated instruction in the subject areas failed. After the second unsuccessful testing, a special grade placement committee which consists of the principal, parent, and teacher must evaluate the student and provide specialized help on an extended time frame. A student who fails on the third testing is retained. The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in a partnership to meet individual student needs.

Figures in the following tables reflect students who participated in the TAKS. The State Developed Alternative Assessment (SDAA) is excluded from these numbers; however, they were part of the state assessment system.

There are currently two passing standards for the TAKS test, Met Standard (passing) and Commended Performance (high performance). Commended Performance represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured at this grade.

The second category represents satisfactory academic achievement. Students in this category performed at a level that was at or somewhat above the state passing standard. Students demonstrated a sufficient understanding of the knowledge and skills measured at this grade.

The last category, Did Not Meet Standard, represents unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard.

**OILTON ELEMENTARY
WEBB CISD
Texas Third Grade Criterion Referenced Reading Test**

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

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Feb/Apr.	Feb./Apr.	Feb./Apr.
CAMPUS SCORES:			
% Commended Performance	29	14	33
% Met Standards	100	95	100
Number of students tested	24	21	19
Percent of total students tested	88	91	89
Number of students alternatively assessed	*3	*2	*2
Percent of students alternatively assessed	12		11
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance	29		17
% Met Standards	100		100
Number of students tested	14	*9	10
2. Hispanic			
% Commended Performance	29	95	33
% Met Standards	100	100	94
Number of students tested	24	20	18
3. White			
% Commended Performance			
% Met Standards			
Number of students tested		*1	
State TAKS Scores			
% Passing	89	88	90

*Data is masked for ten or fewer students.

**OILTON ELEMENTARY
WEBB CISD
Texas Third Grade Criterion Referenced Reading Test**

Subject: Math Grade: 3 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Apr.	Apr.	Apr.
CAMPUS SCORES:			
% Commended Performance		14	11
% Met Standards	91	95	100
Number of students tested	23	21	19
Percent of total students tested	87	100	85
Number of students alternatively assessed	*2	*2	*3
Percent of students alternatively assessed	13		15
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance			
% Met Standards	85		100
Number of students tested	13	*9	11
2. Hispanic			
% Commended Performance	14	15	11
% Met Standards	91	95	100
Number of students tested	23	20	19
3. White			
% Commended Performance			
% Met Standards			
Number of students tested		*1	
State TAKS Scores			
% Passing	82	83	90

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**OILTON ELEMENTARY
WEBB CISD
Texas Fourth Grade Criterion Referenced Reading Test**

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

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Apr.	Apr.	Apr.
CAMPUS SCORES:			
% Commended Performance	29	23	14
% Met Standards	100	91	95
Number of students tested	21	22	21
Percent of total students tested	96	87	95
Number of students alternatively assessed	*1	*3	*1
Percent of students alternatively assessed		13	
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance	17	10	
% Met Standards	100	90	92
Number of students tested	12	10	13
2. Hispanic			
% Commended Performance	30	19	14
% Met Standards	100	90	95
Number of students tested	20	21	21
3. White			
% Commended Performance			
% Met Standards			
Number of students tested		*1	*1
State TAKS Scores			
% At or Above Commended Performance	80	81	86

*Data is masked for ten or fewer students.

**OILTON ELEMENTARY
WEBB CISD
Texas Fourth Grade Criterion Referenced Reading Test**

Subject: Math Grade: 4 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Apr.	Apr.	Apr.
CAMPUS SCORES:			
% Commended Performance	52	23	
% Met Standards	100	91	100
Number of students tested	21	22	22
Percent of total students tested	96	87	95
Number of students alternatively assessed	*1	*3	*1
Percent of students alternatively assessed		13	
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance	50	10	
% Met Standards	100	80	100
Number of students tested	12	10	13
2. Hispanic			
% Commended Performance	55	19	10
% Met Standards	100	90	100
Number of students tested	20	21	21
3. White			
% Commended Performance			
% Met Standards			
Number of students tested		*1	*1
State TAKS Scores			
% Passing	82	79	88

*Data is masked for ten or fewer students.

**OILTON ELEMENTARY
WEBB CISD
Texas Fourth Grade Criterion Referenced Reading Test**

Subject: Writing Grade: 4 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Feb	Feb.	Feb.
CAMPUS SCORES:			
% Commended Performance	13		
% Met Standards	95	100	100
Number of students tested	23	23	21
Percent of total students tested	96	92	95
Number of students alternatively assessed	*1	*2	*1
Percent of students alternatively assessed			
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance			
% Met Standards	93	100	100
Number of students tested	14	11	12
2. Hispanic			
% Commended Performance	14		15
% Met Standards	95	100	100
Number of students tested	22	23	20
3. White			
% Commended Performance			
% Met Standards			
Number of students tested		*1	*1
State TAKS Scores			
% Passing	91	88	87

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**OILTON ELEMENTARY
WEBB CISD
Texas Fifth Grade Criterion Referenced Reading Test**

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

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Feb/Apr.	Feb./Apr.	Feb./Apr.
CAMPUS SCORES:			
% Commended Performance	29	45	50
% Met Standards	100	90	94
Number of students tested	21	20	16
Percent of total students tested	91	99	88
Number of students alternatively assessed	*2	*1	*2
Percent of students alternatively assessed			12
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance	13	40	
% Met Standards	100	90	
Number of students tested	11	10	*6
2. Hispanic			
% Commended Performance	29	47	50
% Met Standards	100	89	94
Number of students tested	21	19	16
3. White			
% Commended Performance			
% Met Standards			
Number of students tested		*1	
State TAKS Scores			
% Passing	75	74	80

*Data is masked for ten or fewer students.

**OILTON ELEMENTARY
WEBB CISD
Texas Fifth Grade Criterion Referenced Reading Test**

Subject: Math Grade: 5 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Feb/Apr.	Feb./Apr.	Feb./Apr.
CAMPUS SCORES:			
% Commended Performance	43	38	50
% Met Standards	100	100	94
Number of students tested	21	21	16
Percent of total students tested	91	95	88
Number of students alternatively assessed	*2	*1	*2
Percent of students alternatively assessed			12
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance	36	27	
% Met Standards	91	100	
Number of students tested	11	11	*6
2. Hispanic			
% Commended Performance	43	35	38
% Met Standards	100	100	100
Number of students tested	21	20	16
3. White			
% Commended Performance			
% Met Standards			
Number of students tested		*1	
State TAKS Scores			
% Passing	80	73	86

*Data is masked for ten or fewer students.

**OILTON ELEMENTARY
WEBB C.I.S.D
Texas Fifth Grade Criterion Referenced Reading Test**

Subject: Science Grade: 5 Test: TAKS (Texas Assessment of Knowledge and Skills)

Edition/Publication Year: 2005

Publisher: Texas Education Agency

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing months	Apr.	Apr.	Apr.
CAMPUS SCORES:			
% Commended Performance	38	20	13
% Met Standards	76	85	100
Number of students tested	21	20	16
Percent of total students tested	3	95	88
Number of students alternatively assessed	*3	*1	*2
Percent of students alternatively assessed			12
SUBGROUP SCORES:			
1 Economically Disadvantaged:			
% Commended Performance	25	10	
% Met Standards	50	80	
Number of students tested	11	10	*6
2. Hispanic			
% Commended Performance	40	16	13
% Met Standards	35	84	100
Number of students tested	20	19	16
3. White			
% Commended Performance			
% Met Standards			
Number of students tested	*1	*1	
State TAKS Scores			
% Passing	64	55	75

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