

REVISED  
March 24, 2005

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal Mr. Wes Pierce

Official School Name Saint Jo Elementary

School Mailing Address Drawer L (105 West Evans Street)

Saint Jo TX 76265-0320  
City State Zip Code+4 (9 digits total)

County Montague School Code Number 169-911-101

Telephone (940) 995-2541 Fax (940) 995-2087

Website/URL [www.saintjoisd.net](http://www.saintjoisd.net) E-mail [wes.pierce@esc9.net](mailto:wes.pierce@esc9.net)

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

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

Name of Superintendent Mr. Rick Moss

District Name Saint Jo ISD Tel. (940) 995-2668

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. Leeton Phillips

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district:       1   Elementary school  
    Middle schools  
    Junior high schools  
   1   High school  
    Other
- 2   TOTAL
2. District Per Pupil Expenditure:      \$5,158   
     Average State Per Pupil Expenditure:  \$8,029

### 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.  
  29   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	8	19	7			
K	9	11	20	8			
1	12	8	20	9			
2	10	13	23	10			
3	5	11	16	11			
4	12	9	21	12			
5	11	5	16	Other			
6	11	13	24				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							159

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

6. Racial/ethnic composition of the students in the school:
- |                   |                                |
|-------------------|--------------------------------|
| <u>92</u> %       | White                          |
| <u>0</u> %        | Black or African American      |
| <u>7</u> %        | Hispanic or Latino             |
| <u>0</u> %        | Asian/Pacific Islander         |
| <u>1</u> %        | American Indian/Alaskan Native |
| <b>100% Total</b> |                                |

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

7. Student turnover, or mobility rate, during the past year: 21 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	34
<b>(4)</b>	Total number of students in the school as of October 1	162
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.2099
<b>(6)</b>	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 42 %  
 Total number students who qualify: 68

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: 15 %  
24 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 13 </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including 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)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 15 </u>	<u>    </u>
Special resource teachers/specialists	<u>  2 </u>	<u>  1 </u>
Paraprofessionals	<u>  2 </u>	<u>  2 </u>
Support staff	<u>  1 </u>	<u>    </u>
Total number	<u> 21 </u>	<u>  3 </u>

12. Average school student-“classroom teacher” ratio: 10:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	98%	98%	97%	97%
Daily teacher attendance	92%	95%	96%	97%	97%
Teacher turnover rate	12%	8%	12%	12%	14%
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

### PART III—SUMMARY

*It takes teamwork to make the dream work.* The motto of Saint Jo Elementary school resounds throughout all aspects of our school environment. Because we are a small school, we pride ourselves in working together not only as a close-knit staff that cares deeply about our children, but also as a community of caring individuals, which includes school employees, parents, community members and students. It is our mission to prepare students with the needed knowledge and skills to be productive citizens instilled with a lifelong love of learning. We accomplish this goal by offering students a recipe for success, which includes a caring community, challenging quality curriculum, dedicated and knowledgeable staff, and a supportive, positive learning environment.

Saint Jo Elementary believes that the first ingredient to our success is our community and parental support. Our small town of approximately 977 people is nestled among the rolling hills of North Texas. Our student body consists of 159 children in Pre-K through 6<sup>th</sup> grade. Although our students come from modest means, the community takes a great interest in their learning and activities. Elderly community members often comment on how much they enjoy reading our weekly elementary news segments in the local “Saint Jo Tribune.” Our teachers take the time to write weekly articles that highlight student successes, as well as inform the community of upcoming events. When these events occur, such as our annual Christmas musical, our Kindergarten Thanksgiving feast, six-weeks’ assemblies, or our Meet the Teacher night, the community responds by coming out to support our students and staff. Parents and community members also serve on our Campus Improvement Team, and provide great insight as to how we can continuously improve our school. They often contribute time and money through our P.T.O.

Another key ingredient to our success is our caring staff. In a recent survey, one staff member said, “Our teachers are dedicated to making learning a positive experience.” These teachers and support personnel work together to accomplish goals by communicating specific student needs to each other. It is not uncommon to have teachers at different grade levels volunteer to help each other out with materials, curriculum, or student issues. It is this mutual respect among our educators that is carried over into the relationships with our students. Our principal also plays a key role by having a vision for greatness. He visits each room daily and welcomes everyone personally. He works closely with teachers to assist them with student or parent concerns, curriculum needs, and the implementation of new teaching strategies. He also volunteers to teach mini-lessons when teachers ask for new ideas or strategies. This close working relationship between the staff, the principal, and the students helps create a great rapport among all stakeholders.

Students come first at Saint Jo Elementary—academically, spiritually, and emotionally. This is possibly the most important ingredient to our success. At our school, students experience a friendly, safe, and welcoming atmosphere where they are free to take risks and know that their school community will support them in their endeavors. We provide our students with a challenging curriculum enhanced by small group instruction. Not only do students enjoy small class sizes (Our student-teacher ratio is 9.5:1), but also the opportunity to receive small group instruction. Our school provides accelerated instruction for our struggling learners as well as our more advanced students. We believe that small group time can help our teachers provide individualized instruction no matter what level a student is on. Students also enjoy several motivational tools utilized by our school. We celebrate student successes with assemblies, participation in reading programs such as Book It, Six Hour Reading Club, and Accelerated Reader, and PALs (Positive Attitude in Leadership).

It takes all the ingredients described above to create one of the greatest learning environments students could possibly experience. Parents, students, teachers, and community members agree—Saint Jo Elementary is just such a place. When we work together as a team, the dreams of our students are realized.

## PART IV – 1. ASSESSMENT RESULTS

Saint Jo Elementary strives to help its students achieve in all academic areas. As a result, we received commended performance acknowledgements in reading, writing, and math on our 2004 Texas Assessment of Knowledge and Skills results. We were also acknowledged for our student attendance.

Just nine years ago, Saint Jo Elementary had less than 65% passing rate averages in reading and math on the Texas Assessment of Academic Skills. Through hard work and effective classroom instruction, those rates have climbed to 100% passing in most areas and 95% in others. Over the past five years, our campus has strived to maintain these high passing rates on our state assessment instrument while continuously increasing the percentages of students reaching commended performance on these tests. Two years ago, the state made the transition from the Texas Assessment of Academic Skills to the more stringent Texas Assessment of Knowledge and Skills (TAKS). Although officials warned that scores across the state would most likely fall due to the new higher expectations, students at Saint Jo Elementary were up to the task. Passing rates on the 2002-2003 test remained extremely high, and commended performance levels for individual students were above the state averages in almost every grade level and subject. It then became our task as educators to look at the 2002-2003 assessment data and set goals for the 2003-2004 school year. As we analyzed the data, we set expectations that we would not only maintain the high passing rates, but also increase the percentage of students achieving commended performance on the TAKS.

As a result of our goal setting, we maintained 100% passing rates on the math TAKS at all grade levels (3<sup>rd</sup>-6<sup>th</sup>). We also achieved 100% passing rates on the reading TAKS at 3<sup>rd</sup> and 4<sup>th</sup> grades, with 95% passing rates at 5<sup>th</sup> and 6<sup>th</sup> grades. Commended performance levels soared on our 3<sup>rd</sup> grade tests, doubling our percentage of commended performers from 2003 to 2004. 88% of our 3<sup>rd</sup> graders were recognized as achieving commended levels compared to only 35% at the state level. 50% of these 3<sup>rd</sup> graders were commended in math while only 25% of Texas 3<sup>rd</sup> graders attained this honor. We are extremely proud that we not only doubled our 3<sup>rd</sup> grade commended levels in both subject areas during the past year, but also that we had at least twice as many commended 3<sup>rd</sup> graders than the state as a whole.

These commended rates are not just reserved for our 3<sup>rd</sup> graders. At Saint Jo, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders outperformed other students in the state by achieving higher levels of commended performance and much higher passing rates than their state counterparts. Our student achievement does not stop there, however. We are proud to say that we have no great disparities in our student populations. Our economically disadvantaged students performed at or many times above levels of their non-disadvantaged peers. For example, 100% of all economically disadvantaged students passed at all grade levels in reading and math except for 5<sup>th</sup> grade reading (83%). In several of these grade level areas, we had higher percentages of economically disadvantaged students achieving commended performance than our student body as a whole. We take pride in the fact that an education at Saint Jo Elementary levels the playing field for all students, regardless of their backgrounds.

The State of Texas requires all 3<sup>rd</sup> graders to pass the reading test to be promoted to 4<sup>th</sup> grade. If a student does not meet state standards, a school must remediate that student and retest. After the third attempt, a failing student must go to a grade placement committee. We are proud to say that all Saint Jo 3<sup>rd</sup> graders have passed the TAKS on their first attempt, thus eliminating the need for the additional steps. We are extremely proud of the accomplishments of all of our talented students!

## PART IV - 2. USE OF ASSESSMENT DATA

Saint Jo Elementary faculty members know that the assessment of data is an integral part of knowing a student's individual needs. Through test data, faculty members learn not only to identify weak areas that must be addressed, but also see where our strengths lie. It is important to our school to focus on the positive and to be proud of our accomplishments.

At the beginning of each school year, the faculty meets to review survey data from the prior year and assessment data collected through the Texas Assessment of Knowledge and Skills (TAKS), the Iowa Test of Basic Skills (ITBS), The Texas Primary Reading Inventory (TPRI), and the Kindergarten Diagnostic Instrument (KDI). During this disaggregation of data, the group creates a comprehensive needs assessment, which includes what information was reviewed, what the group discovered, and the group's recommendations for the upcoming school year. This session allows the faculty to locate weak areas and find a means to target these areas. This is also a time that the group can identify strategies that have been effective. The faculty then begins planning implementation strategies. Teachers can go back to their classrooms and find ways to strengthen areas of need. They also use this data to begin accelerated instruction to help meet each student's individual needs.

Saint Jo Elementary also emphasizes the importance of vertical planning and accountability. For example, 5<sup>th</sup> grade science scores dropped last year. As a team, all teachers sat down and brainstormed how each grade level could focus on science TEKS (Texas Essential Knowledge and Skills). As a result of this needs assessment and brainstorming, a new science discovery lab was born. Through teamwork, the faculty and staff of Saint Jo Elementary met a need that was identified through disaggregating assessment data.

## PART IV – 3. COMMUNICATING STUDENT PERFORMANCE

Keeping an open line of communication with parents is a priority at Saint Jo Elementary. Through a variety of methods, parents and teachers can keep track of a student's progress and identify needs as they arise.

At the end of the first six-week grading period, mandatory report card conferences are held. Teachers meet with each parent not only to discuss subject area grades, but also to review state assessment data (Texas Assessment of Knowledge and Skills) from the previous spring, as well as results of the Iowa Test of Basic Skills and other local test data. Primary grades also discuss new data gleaned from the Texas Primary Reading Inventory and the Kindergarten Diagnostic Instrument (KDI) taken at the beginning of the year. During these meetings, teachers point out strengths and areas of concern. A plan of action is then derived. Parents are given information about the various programs offered at our school that will help meet the needs of individual students.

Our school also celebrates the accomplishments of its students. Sixth graders lead the student body in morning pledges each day. Afterwards, student successes are often acknowledged over the intercom. Kindergarten through 2<sup>nd</sup> grade has weekly PALS (Positive Attitude in Leadership) assemblies. All grade levels also meet for six-week assemblies. During these gatherings, student accomplishments are praised, and parents are invited to come and help celebrate. These accomplishments are also shared through weekly articles in our local newspaper. We also have a special showcase in our foyer that serves as a display for parent information, a place to display pictures of students who have been acknowledged for certain accomplishments, and as a place to display student work samples for all to see.

Although we send report cards home after each six-week period and notices of concern to parents of struggling students after each three-week period, our teachers also call parents frequently to check on absent students, or to inform parents of specific concerns. Staff members are also currently working to utilize technology by establishing and maintaining an informative website that displays information about our school.

#### PART IV – 4. SHARING SUCCESSES

Saint Jo Elementary has an open-door policy. We welcome other schools to e-mail us or stop by for a visit; however, because our small town is in a rural area, we usually share our successes by informal contact with other teachers while attending workshops at our Regional Education Service Center.

If our school attains the prestigious honor of being selected as a No Child Left Behind—Blue Ribbon Award winning campus, it is our goal to continue offering site visits and communication to other schools that would like to see the great things going on at Saint Jo Elementary.

Our Campus Improvement Team is a wonderful resource, and its members would be willing to meet with other teams to explain what we think makes our school special. Our principal plans to attend Share and Exchange meetings at our local Education Service Center to give other principals a chance to learn about our successful strategies.

It is also our goal to have our teachers collaborate to potentially become presenters at workshops such as Great Expectations or to other groups such as the Texas Elementary Principals and Supervisors Association (TEPSA). Through these outlets, we can share how our students achieve at such a high level.

We also will continue to use local media to share what is going on at Saint Jo Elementary. We recently had a news crew from a local television station come and do a report on a local drug prevention program presented to our 3<sup>rd</sup> graders. Through these avenues, our parents and community members see our successes, as do other schools in the region.

## PART V – 1. CURRICULUM AND INSTRUCTION

The Texas Essential Knowledge and Skills (TEKS) is the foundation for the curriculum provided to students at Saint Jo Elementary. These state-developed learning objectives were designed by Texas educators to provide high expectations for learning in all subject areas. Faculty members at Saint Jo Elementary use not only state adopted textbooks, but also supplemental materials to cover the TEKS objectives. These additional materials enhance learning by challenging our students beyond the texts and help them to meet standards set by our state accountability system and the No Child Left Behind Act.

Mathematics: Through Saxon Math, our core math curriculum, students receive spiraling objectives that build upon each other. This program also provides a constant review of information covered in prior lessons. This curriculum provides consistency among grade levels and class sections, but as with any program or textbook, weak areas still exist. Our teachers work diligently to provide supplemental teacher-made math games and materials, as well as published materials such as Step Up to the TAKS, which provides additional work on TEKS skills that will be assessed on the TAKS. These supplemental materials are a crucial part of our accelerated math instruction program, which provides two to three days of assistance per week to struggling learners, while using the other days to extend and challenge higher-level students.

Language Arts: Language Arts objectives are woven throughout the curriculum at Saint Jo Elementary. We use a balanced literacy approach to teaching reading, and are striving to integrate writing across the curriculum. Teachers at the primary level have story time, when books are enjoyed, discussed, and analyzed. Through activities tied to these shared readings, teachers model skills such as summarization, fact and opinion, etc. Primary students also learn phonics via Saxon Phonics. These phonics skills and TEKS skills learned through shared readings assist students in reading independently through our Accelerated Reading program.

Science: Through our campus needs assessment, science was targeted as a focus area for the 2004-2005 school year. Teachers reviewed science TEKS and our Houghton Mifflin science textbooks and created a list of needed materials and supplies. Our campus purchased these supplies and stocked a Discovery Lab where teachers can take students to do experiments or to learn about science-related topics. This lab has been featured in our local newspaper, and our faculty is very proud of it. We recently held training in the 5E model—Using Tools to Explore Matter, which was conducted through a grant with North Central Texas College (NCTC). Presenters from NCTC provided our teachers with some hands-on strategies that have already been put to use in our lab.

Social Studies: As with all core subjects, Saint Jo Elementary has an adopted textbook that is used to help cover our social studies TEKS. Teachers also utilize supplemental materials such as Weekly Reader, Scholastic, Time for Kids, and daily newspapers. In 5<sup>th</sup> grade, students are also involved in creating and starring in a historic wax museum in which students portray characters and settings from throughout history. Sixth graders also create individual power point presentations that are shared with all classmates.

Fine Arts: As a small school, we are extremely proud to have a thriving art program in which all kindergarten through 6<sup>th</sup> graders are involved. All students explore various art media (paints, pencil, crayon, charcoal, pastels, sculpture, wire, and paper). They study famous artists' lives and their styles of art. Students create their own art as expressions of their thoughts and feelings. They study how art touches our everyday lives, and they use elements of reading, math, history, and science in creating art. Student work is exhibited annually in a public art show, and their work has been submitted to a world famous artist's website where several students' pieces were selected and featured as artwork for the month.

## PART V – 2. READING CURRICULUM

Reading is the key that opens the door to learning. For this reason, Saint Jo Elementary takes a systematic approach to teaching reading that includes frequent monitoring and assessment. Our school takes a balanced literacy approach to teaching reading. Throughout previous decades, the pendulum of reading research has swung from a heavy emphasis on phonics back to a whole language approach. We are now seeing the benefits of both. Through teaching phonics, while also offering a print-rich environment where teachers often share literature with students, the needs of students with varying learning styles are met.

Through balanced literacy, students work on phonemic awareness skills, decoding strategies, and comprehension in primary grades. With these foundational skills in place, older students can strive to gain higher-level comprehension skills and expand their vocabulary. We are able to achieve these skills by employing a variety of strategies, methods, and programs.

Primary students are introduced to Saxon phonics beginning in kindergarten. Students learn key decoding skills while practicing with take-home books that are shared with parents. Early learners also create word books of their own that they can read. Primary classes also use songs, chants, and poems to enhance the reading curriculum.

As students move into 1<sup>st</sup> grade, they are introduced to the Accelerated Reader program. Although this is a supplemental program, it allows students to have independent reading practice on an individual's reading level. Through a combination of reading methods, students are often able to challenge themselves and move into reading books above their current grade levels. This flexibility assists teachers in meeting the individual needs of all students.

Another key ingredient in our reading program's success is our Accelerated Reading Instruction (ARI) time—not to be confused with the Accelerated Reader program. ARI is a small group setting that we have allotted for all students at Saint Jo Elementary. Students' strengths and weaknesses are identified through administration of the Texas Primary Reading Inventory (grades K-2) and TAKS pre-assessments (grades 3-6). Students rotate between ARI time and computer or art classes. Struggling students spend 2 to 3 days per week in small group reading instruction, while more advanced learners spend 1 to 2 days per week on extension activities.

## PART V – 3. TECHNOLOGY

One area that we have not highlighted in the above sections is our technology curriculum. This is a rapidly evolving part of our curriculum at Saint Jo Elementary. Although we are still in the early stages of development, we have implemented many changes in our technology curriculum that have strengthened our students' understanding of the state technology TEKS.

We have transitioned from teachers bringing their own classes to the lab once a week, to having a full-time technology teacher that works with student groups opposite our Accelerated Instruction classroom times. This teacher is able to use varying instructional methods to improve student learning at all grade levels.

Using interesting lessons, activities, worksheets, and projects has helped students with computer concepts while having fun. Students grasp new concepts by using hands-on, step-by-step activities. Students at all grade levels, beginning in 1<sup>st</sup> grade, are learning keyboarding. Reinforcement through games makes keyboarding more fun for the students. Our technology teacher also uses the Internet to integrate social studies, science, math, and language arts into the technology curriculum. Students have used drawing tools to practice mouse control and to integrate math and science into lessons.

Our students have become familiar with Microsoft Word and have learned how to change fonts, styles, and colors; how to insert and remove clip art; and how to save files. In PowerPoint, students have learned how to create and edit slide show presentations. We also have a computer program called HeartBeeps, where students can hone reading, math, and writing skills.

By creating a technology program, we have been able to not only teach our technology TEKS more effectively, but also strengthen cross-curricular skills.

#### PART V – 4. IMPROVING STUDENT LEARNING

A successful school does not rely on one particular philosophy or method to help its students reach their potential. Instead, success comes by having research-based lesson delivery methods and curriculum materials. These methods and materials are used to achieve goals set by data-driven decision making. Our school analyzes data from state assessments, nationally-normed achievement tests, and daily classwork to improve student learning. This approach would not be complete without the most important instructional method of all—caring.

Our students thrive in small group instructional settings. Through these small groups, teachers can use individualized teaching methods where the class is introduced to skills as a whole, then students are able to work at more of their individual paces. Teachers have the time and ability to challenge higher-level students while spending more time helping struggling learners. Teachers can then use a variety of learning materials to meet the needs of students with different learning styles.

We have taken this a step further by creating small group instructional settings for both math and reading. Through these dedicated times, skills in both areas can be reviewed, re-taught, or expanded upon. It is our belief that small groups do not just help struggling learners master skills. Through these groups, more advanced learners can achieve at even higher levels.

In these settings, teachers can implement a variety of instructional materials. Teachers use hands-on manipulatives to introduce and re-teach both math and reading lessons. Our teachers recently received Reading Rod kits that have been utilized in reading classrooms. These manipulatives help students in primary grades with word building skills, while older students practice sentence structure. Manipulatives are also used in math to introduce and reinforce math concepts. Visual aids and other multi-sensory materials help meet the needs of the differing learning styles represented in each classroom.

Most importantly, our teachers utilize the instructional method of caring. By showing a true interest in our students, our teachers help students see the importance of a quality education and also the value of being a good citizen. By creating a strong rapport with students, our entire school becomes an extended family that cares for each member.

#### PART V – 5. PROFESSIONAL DEVELOPMENT

Striving to improve is the basis for continued growth at Saint Jo Elementary. Through professional development opportunities, teachers are able to gain new strategies to meet our campus goals.

Before each summer, teachers complete a survey of intended professional development plans for the next school year. Teachers are required to attend a minimum of four days of workshops prior to the beginning of school. Other professional opportunities are then offered on campus. During these four days, teachers look at campus needs and find sessions pertaining to these needs.

Our school is currently in the implementation phase of a program known as Great Expectations. Through this program, students model respect for others in a safe, risk-free environment where high expectations are demanded of both students and teachers. Our principal and three teachers were initially trained in this methodology and returned to the school to present a summary of the program to other staff members. We are currently planning to send the remaining teachers to training this summer.

During the school year, our reading and math teachers also took advantage of reading and math workshops provided through our Regional Education Service Center. These workshops, funded through the Texas Education Agency, provided teaching strategies and materials for our Accelerated Math and Reading Instruction programs. “Group Solutions” was one of the math workshops offered. Through this training, our teachers gained additional knowledge about cooperative learning and problem solving. The reading workshops focused on reading comprehension through deductive reasoning. It was through this training that we were able to attain new math and reading manipulatives. For example, our teachers received kits of Reading Rods, which are letter and word blocks that can be manipulated to teach word and sentence building skills. We will continue planning professional development such as the workshops mentioned above that will enhance student achievement.

## PART VII – ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

The following data tables describe Saint Jo Elementary’s performance on the Texas Assessment of Academic Skills (2000-2002) and the Texas Assessment of Knowledge and Skills (2003-2004). Nine years ago, these data tables would have indicated average scores below 65%. The campus team has since worked to improve these scores dramatically, and the tables will show how our team now is dedicated to maintaining high passing rates and high numbers of students attaining commended performance.

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don’t pass the 3rd grade reading test, they are not promoted to the next grade.

Grades Tested: 3rd-6th

Test: TAAS (Texas Assessment of Academic Skills), 2000-2002; TAKS (Texas Assessment of Knowledge and Skills), 2003-2004

Publisher: Texas Education Agency

Number of students in the grade in which the test was administered: *See Table*

Number of students who took the test: *See Table*

Number alternatively assessed: *See Table*      Percent alternatively assessed: *See Table*

Test Standards: Two standards are reported for the state assessments included in this table. For TAAS, students could *\*Meet Minimum Expectations*. For TAKS, students are reported to have *Met the Standard*. The data tables also include percentages of students who achieved *\*\*Commended Performance* on TAKS.

*\*Met the Standard/Met Minimum Expectations* – This category represents satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard. Students in this category can be assumed to have a sufficient understanding of the knowledge and skills measured at this grade.

*\*\*Commended Performance* – This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Further, students in this category can be assumed to have a thorough understanding of the knowledge and skills measured at this grade.

## Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	88%	42%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	16	19	18	19	25
Percent of total students tested	94%	90%	100%	100%	89%
Number of students alternatively assessed	1	2	0	0	3
Percent of students alternatively assessed	6%	10%	0%	0%	11%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	100%	50%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	*	100%
Number of students tested	7	8	6	5	10
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	1	0	3	2	2
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	86%	42%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	14	19	15	17	23
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	86%	87%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable

**Texas Third-Grade Criterion-Referenced Math Test**

Subject Math                      Grade 3                      Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004                      Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	50%	22%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	16	18	17	19	25
Percent of total students tested	94%	90%	94%	100%	89%
Number of students alternatively assessed	1	2	1	0	3
Percent of students alternatively assessed	6%	10%	6%	0%	11%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	20%	0%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	100%
Number of students tested	7	7	5	5	10
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	1	0	3	2	2
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	50%	22%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	14	18	14	17	23
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	25%	18%	NA	NA	NA
(TAKS) % At or Above Met Standard	90%	90%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	82%	80%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable

**Texas Fourth-Grade Criterion-Referenced Reading Test**

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	27%	33%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	96%	100%
Number of students tested	15	18	19	25	16
Percent of total students tested	88%	100%	100%	100%	80%
Number of students alternatively assessed	2	0	0	0	4
Percent of students alternatively assessed	12%	0%	0%	0%	20%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	29%	*	NA	NA	NA
(TAKS) % Met Standard	100%	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	86%	100%
Number of students tested	7	4	4	7	6
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	0	2	2	2	0
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	27%	38%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	96%	100%
Number of students tested	15	16	17	23	16
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	85%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	89%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable

**Texas Fourth-Grade Criterion-Referenced Math Test**

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	25%	12%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	16	17	19	25	15
Percent of total students tested	94%	94%	100%	100%	75%
Number of students alternatively assessed	1	1	0	0	5
Percent of students alternatively assessed	6%	6%	0%	0%	25%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	43%	*	NA	NA	NA
(TAKS) % Met Standard	100%	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	100%	*
Number of students tested	7	4	4	7	5
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	0	2	2	2	0
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	25%	13%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	16	15	17	23	15
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable

**Texas Fifth-Grade Criterion-Referenced Reading Test**

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	25%	14%	NA	NA	NA
(TAKS) % Met Standard	95%	95%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	94%	100%
Number of students tested	20	22	25	18	16
Percent of total students tested	87%	92%	100%	100%	89%
Number of students alternatively assessed	3	2	0	0	2
Percent of students alternatively assessed	13%	8%	0%	0%	11%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	0%	0%	NA	NA	NA
(TAKS) % Met Standard	83%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	83%	*
Number of students tested	6	7	5	6	5
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	2	2	2	0	4
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	28%	15%	NA	NA	NA
(TAKS) % Met Standard	94%	95%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	94%	100%
Number of students tested	18	20	23	18	12
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable

**Texas Fifth-Grade Criterion-Referenced Math Test**

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	45%	23%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	20	22	24	18	16
Percent of total students tested	87%	92%	96%	100%	89%
Number of students alternatively assessed	3	2	0	0	2
Percent of students alternatively assessed	13%	8%	0%	0%	11%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	33%	14%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	100%	*
Number of students tested	6	7	5	6	5
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	2	2	2	0	4
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	44%	25%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	18	20	22	18	12
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable

**Texas Sixth-Grade Criterion-Referenced Reading Test**

Subject Reading Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	32%	32%	NA	NA	NA
(TAKS) % Met Standard	95%	95%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	95%	96%
Number of students tested	19	19	15	19	24
Percent of total students tested	95%	86%	100%	100%	83%
Number of students alternatively assessed	1	3	0	0	5
Percent of students alternatively assessed	5%	14%	0%	0%	17%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	*	17%	NA	NA	NA
(TAKS) % Met Standard	*	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	92%	*
Number of students tested	4	6	4	12	5
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	2	2	0	3	2
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	35%	35%	NA	NA	NA
(TAKS) % Met Standard	94%	94%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	94%	95%
Number of students tested	17	17	15	16	22
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	28%	25%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	88%	85%	86%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable

**Texas Sixth-Grade Criterion-Referenced Math Test**

Subject Math Grade 6 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	58%	37%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	19	19	15	19	26
Percent of total students tested	95%	86%	100%	100%	90%
Number of students alternatively assessed	1	3	0	0	3
Percent of students alternatively assessed	5%	14%	0%	0%	10%
<b>SUBGROUP SCORES</b>					
<b><i>1. Economically Disadvantaged</i></b>					
(TAKS) % Commended Performance	*	50%	NA	NA	NA
(TAKS) % Met Standard	*	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	100%	100%
Number of students tested	4	6	4	12	7
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	*	*	NA	NA	NA
(TAKS) % Met Standard	*	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	*	*	*
Number of students tested	2	2	0	3	2
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	65%	35%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	17	17	15	16	24
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	22%	16%	NA	NA	NA
(TAKS) % At or Above Met Standard	77%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	93%	91%	88%

\* Data Not Available – must be 6 or more students for data to be included

NA – Not Applicable