

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name A.P. Beutel Elementary School
(As it should appear in the official records)

School Mailing Address 300 Ligustrum
(If address is P.O. Box, also include street address.)

Lake Jackson Texas 77566-5899
City State Zip Code+4 (9 digits total)

County Brazoria State School Code Number* 020-905-102

Telephone (979) 730-7165 Fax (979) 292-2821

Web site/URL www.brazosportisd.net/beutel E-mail kvickers@brazosportisd.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. Joe Ripple
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brazosport Independent School District Tel. (979) 730-7002

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

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.

(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

DATA PART II - DEMOGRAPHIC

All data are the most recent year available.

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

1. Number of schools in the district: 11 Elementary schools
 2 Middle schools
 3 Junior high schools
 2 High schools
 1 Other

 19 TOTAL

2. District Per Pupil Expenditure: \$5,156

 Average State Per Pupil Expenditure: \$9269

SCHOOL (To be completed by all schools)

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

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

 _____ 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	7	14	21	7			
K	57	52	109	8			
1	49	54	103	9			
2	49	49	98	10			
3	46	53	99	11			
4	61	45	106	12			
5				Other	5	5	10
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							546

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>67</u> | % White |
| <u>5</u> | % Black or African American |
| <u>22</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>1</u> | % 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: 3 %

[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	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	546
(5)	Total transferred students in row (3) divided by total students in row (4)	0.026
(6)	Amount in row (5) multiplied by 100	2.56

8. Limited English Proficient students in the school: 4 %
22 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Japanese, Spanish, Vietnamese, Tagalog, Portuguese, Cambodian

9. Students eligible for free/reduced-priced meals: 24%

Total number students who qualify: 129

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

10. Students receiving special education services: $\frac{20}{110}$ % 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> 5 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 20 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 28 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> 49 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> 1 </u> Traumatic Brain Injury
<u> 2 </u> Mental Retardation	<u> 1 </u> Visual Impairment Including Blindness
<u> 1 </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> 2 </u>	_____
Classroom teachers	<u> 27 </u>	_____
Special resource teachers/specialists	<u> 4 </u>	_____
Paraprofessionals	<u> 9 </u>	_____
Support staff	<u> 4 </u>	_____
Total number	<u> 46 </u>	_____

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

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	97%	96%	95%	97%	NA%
Teacher turnover rate *	6%	3%	9%	3%	3%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

*All teacher turnover was due to retirement.

PART III - SUMMARY

A true jewel in the crown of Brazosport Independent School District, A. P. Beutel Elementary is located in the close-knit gulf coast community of Lake Jackson, Texas. Our campus of approximately 550 students serves students from PPCD (Program for Preschool Children with Disabilities) through the fourth grade. We embody the definition of a true neighborhood school with a rich and illustrious history of excellence. Our namesake, Dr. Beutel, was one of the principal founders and designers of our city and of the Dow Chemical Company. Dr. Beutel's legacy lives on as Dow Chemical continues to be Brazoria County's largest employer and an invaluable supporter of Brazosport schools.

Beutel Elementary School proudly has third generation attendees and staff turnover is modest enough that teachers often have the pleasure of teaching children of children. Many of our teachers are Beutel graduates that have waited sometimes years to transfer to this school. Thirteen consecutive years of maintaining Exemplary status, the highest possible rating granted by the Texas Education Agency, has been earned by building relationships and remembering that every number that data provides is an individual student's very personal story. We seek to know and address each student personally and intimately as a strong connection is made to his or her family.

Outside support is critical to our success. The district provides assistance through the use of skilled instructional facilitators as well as in the areas of training, mentoring, use of current materials, communication, and campus specific staff development opportunities. We are also very fortunate to have an active Parent Teacher Organization and a wonderful group of willing parent and community volunteers. This support includes funding for special projects, student incentives, field trips, teacher training and teacher assistance. Parents feel welcome here and it is not uncommon to have as many as fifty to a hundred parents join us for lunch. Parents know to arrive for student events early, as it will always be standing room only at Beutel.

The faculty of Beutel Elementary is a loving and caring family and we are committed to teaching, reaching and impacting the future of the whole child as our motto, "Love Life, Love Learning" underscores. Teachers at Beutel consistently spread good will and appreciation to their horizontal and vertical coworkers with the phrase, "Thanks for packing my parachute." We have great professional regard and trust for one another, but know the core is that we care most for the students. It is always about the student. "Save one" is a common phrase repeated throughout the campus. We challenge ourselves to save one child, in one situation, one day at a time. We refuse to give up on any student and feel students are placed at our doorstep for a reason. We are meant to change their life for the better.

We believe at Beutel Elementary. This belief that success is for ALL students is our intrinsic reward. We feel we have a wonderful and magical secret that is so personally and professionally fulfilling that surely there could never be a better place to work or learn than Beutel Elementary School. So, while the outside recognition is welcomed and appreciated, our true value lies deep within the heart of Beutel Elementary because we choose to believe.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Prior to the 2002-2003 school year, the accountability measure for Texas public schools was documented through the criterion-referenced test known as TAAS or Texas Assessment of Academic Skills. In 2002-2003, the Texas Education Agency mandated that the Texas Assessment of Academic Skills or TAKS be utilized to evaluate public schools in Texas. This much more rigorous TAKS test is aligned directly to the state curriculum known as the TEKS or Texas Essential Knowledge and Skills. This test directly measures the objectives taught daily in the classroom while also adhering to the federal requirements mandated by the No Child Left Behind legislation. Through the ARD (Admission, Review, and Dismissal) process, a special education student may take a State Developed Alternative Assessment (SDAA) or a Locally Developed Alternative Assessment (LDAA). Third and fourth grade students are tested in the areas of reading and math, while fourth graders take an additional test in writing. Scores are disaggregated among the student populations according to ethnicity, economically disadvantaged status and special education.

The road to high achievement starts with our earliest learners. The learning communities throughout Beutel Elementary appreciate and praise the vertical teamwork that "packs the parachute" for our third and fourth graders to eventually achieve a high level of success. Our intrinsic belief that all students can learn is underscored by the lack of any significant disparity in scores among student populations. Ninety percent of the students in each student group must show mastery of the TAKS test to achieve the highest state rating of exemplary. For thirteen years A. P. Beutel has proudly and consistently earned this prized rating of exemplary. The campus also has proven depth as shown by the percentage of students scoring commended, which the state defines as at or above the ninetieth percentile. Students and staff have worked hard to earn the Gold Commended Performance recognition in reading, writing and math during all three years of this award's inception. The overall commended percentage for our school is consistently above the state, district and comparable schools' level of performance.

Brazosport Independent School District also has a rigorous benchmark and snapshot testing calendar in the core academic subjects for first through fourth grade. Beutel consistently demonstrates excellence and high levels of mastery in reading, writing and math relative to other schools within the district.

Past honors include being given the highest distinction, a four-star school ranking, in *Texas Monthly* magazine. We have been recognized as a Texas Honor Roll school for high overall achievement as well as for showing a high percentage of commended students relative to comparable campuses across the state.

Further information detailing the Texas assessment and accountability program may be accessed at the following Texas Education Agency websites:

<http://www.tea.state.tx.us/student.assessment/index.html> and
<http://www.tea.state.tx.us/accountability.html>.

2. Using Assessment Results: Utilizing assessment data is a cornerstone of Beutel Elementary's sustained levels of high achievement and is unquestionably important to our quest for continuous improvement and exemplary achievement. ADM or Administrative Data Management is a computerized program that helps manage and analyze student data. This data allows for tracking of progress, profiling of demographic data and analyzing of overall campus achievement. Before the first day of school, a data folder is given to every teacher to build on as the year progresses.

Information is passed up cumulatively from previous teachers with every piece of data in an individual “work folder” that is separate from the cumulative folder. As benchmark and snapshot data becomes available throughout the year to any grade level, the results are reviewed at grade level meetings. Item analysis is utilized to pinpoint strengths and weaknesses in overall objectives. Questions that show less than eighty-five percent as correct receive special scrutiny. We then study any factors that could positively influence increased achievement.

A one hundred day and a two hundred day assessment meeting is held with the principal and central office administration to share scores within school feeder patterns to have relativity of success and to drive instruction for the remainder of the school year. As the mandated test scores arrive in May, we take special care to review scores with the students in hopes that a clear understanding of the results will increase results in the future. Teachers have also undergone training in the INOVA program. This is a program which looks not only to meet state standards, but takes steps to ensure students are not "losing value" over time. We realize that a marginal fourth grade score may translate into an eighth grade failure. Thus, we now feel compelled to measure whether we are gaining, holding or losing value with each student as well as whether they are meeting the state standard of passing. Every child is the child we refuse to leave behind.

3. Communicating Assessment Results: Partnership and communication begin before the first day of school when all parents are invited to a three-hour come and go “Meet the Teacher” afternoon that is held on a teacher in-service day. Parents are welcome to tour the school, receive schedules, menus, bus routes, calendars, PTO membership opportunities and other pertinent information as well as the opportunity to meet one-on-one with the teacher. An extensively publicized evening orientation is held within the first two weeks of school to share assessment expectations, current results, curriculum guidelines, campus ratings and things very specific to particular classrooms in each grade level. In addition, every grade level sends a “Go Folder” each Thursday with weekly grades and conduct reports as well as messages from the school or community. The campus also uses a daily homework folder to communicate upcoming tests and assignments. Progress reports are sent midway through each quarter and report cards are sent at the end of each nine weeks. Conferences are offered at the end of each nine weeks. Each year, a public school board meeting is held to present the Academic Excellence Indicator System (AEIS), which is a comprehensive picture, disaggregated by student population, of each campus as well as the overall district’s performance. An annual Texas Education Agency School Report Card is also sent home in January of each year that gives information regarding performance, attendance, per pupil expenditures, class ratios, and level of teacher experience. Monthly calendars, the campus marquee, the campus website and the local channel 19 television station also assist our communication efforts. Beutel Elementary takes pride in being friendly and accessible to our families and community. We realize that communication and collaboration between learning partners ensure to the greatest extent possible that no child is left behind.

4. Sharing Success: The staff of A. P. Beutel Elementary believes that it is our professional obligation to foster success and share our success with students, parents and fellow educators. First, we respect and have great professional regard for our own coworkers and for the students that choose to enter Beutel Elementary everyday. Relationships are the key to a highly successful school and we never pass up the opportunity to praise our students and their unbelievable work ethic. Teachers observe and learn from each other throughout the school year. Each week, the grade level teams meet together to share fresh ideas, review lesson plans, scope and sequence and the general curriculum direction. An accepting and collegial work environment allows for

professional growth as we celebrate our unique victories and seek continuous improvement within our campus family.

The strength we derive from one another recharges our batteries and finds Beutel teachers serving on critical district committees for curriculum writing, presenting at conferences, receiving grants for innovative practices, attending conferences to allow for a "train the trainer" approach, going to other schools to share, hosting visiting educators from across the nation, opening the classrooms for future substitute teachers to observe, attending a week-long math camp and then hosting a mini-camp on campus, welcoming student teachers, mentoring and partnering with first-year or new to the district staff members, being trainers for the Teacher Induction Program, as well as modeling best practices for high school student helpers and parent volunteers.

Beutel Elementary's highly qualified, veteran teaching staff welcomes the audience and the opportunities that the prestigious NCLB Blue Ribbon Award would bring the campus. We want to grow and share professionally to impact our students, our community and ourselves in the most profound way possible.

PART V -CURRICULUM AND INSTRUCTION

1. Curriculum: The state of Texas has a curriculum driven by the Texas Essential Knowledge and Skills. These TEKS are the required objectives that must be presented for each grade level. These TEKS are far from minimal skills as they drive the curriculum and are tied directly to the very rigorous high stakes Texas Assessment of Knowledge and Skills (TAKS) test that is administered to third through eleventh graders in the spring semester. Our school district has segmented these required objectives into four nine-week scope and sequence calendars. District benchmarks and snapshots are given throughout each semester in the content areas of social studies, science, math, reading and writing in grades two through four. Grade one is tested in reading and math. End-of-year assurances are also clearly written to give teachers, students and parents accountability for the overall grade level curriculum. These year-end assurances are published in a format that shows the grade level above and below the current grade level. This visual continuity keeps educators very focused on what has been taught, what is currently being taught, and what will be taught. This vertical alignment is critical to sustained achievement.

Beutel Elementary utilizes a balanced approach in language arts. Reading and writing are given equal value as we utilize various effective teaching strategies to maintain a flexible balance between reading and writing. Phonemic awareness along with literacy-based instruction allows students to connect text across the curriculum as we seek to develop lifelong learners and readers. Leisure reading at an appropriate independent level is encouraged through school-to-home reading programs and incentives.

Mathematics has been a major area of focus in our district. We devote ninety minutes each day to this subject and have taken part in intensive staff development to hone our professional skills. The emphasis is on higher level thinking skills because our curriculum has become far more demanding. We teach the required rote skills, but stress and expect application of these skills through problem solving activities. Students must articulate how and why an answer is correct. Students are actively engaged in mathematics and it is a rare day that students are not highly interactive during math class.

Science is now given a daily time block though it is integrated across all content areas. We focus school wide on vocabulary and the scientific process. Students in our kindergarten classes hypothesize with ease, in part due to a grant that the teachers pursued. This grant allows for a weekly science lesson that is a hands-on experiment to go home with each student. Simple directions and materials are included. Parent volunteers assist in this endeavor as we strive to instill a love for and fascination with science that will grow stronger as our students grow older. We have also developed a CSI (Cool Science Information) area in the main foyer of our school to emphasize and apply the school wide science vocabulary and a concentrated focus on measurement as it integrates into science and math. Students excitedly work through the problem of the week to hypothesize and conclude, for example, how tall the principal might be in feet, inches, and centimeters.

Social studies is integrated across the content areas while also devoting time each day to very specific objectives that stress the connectivity between our community, our state of Texas, our important role as American citizens and our link to the global community. We strive to emphasize historical figures, national pastimes, traditions and holidays through school wide activities, class performances, newspapers, field trips, map skills, morning announcements and

special event days as we strive to instill patriotism, knowledge of history, and respect for mankind.

The whole child is addressed in our daily physical education classes. Overall health and wellness are emphasized through physical activity and units of study that include the human body, nutrition, harmful effects of drug usage, and safety lessons ranging from "stranger danger" to proactively avoiding dog bites.

Fine arts includes a unique approach to art that is purposefully integrated to the academic objectives in core content areas. A teacher from each grade level is released for half a day and has the privilege to actually be a student and create a lesson taught by a district facilitator. This teacher then returns to the campus to train the grade level team of teachers on this lesson. This approach has been wildly successful and has been excitedly embraced by the campus. The art production and displays are phenomenal and can also be seen throughout the central administration office.

Music finds children singing of Martin Luther King and solid, liquid, or gas as content areas are emphasized in this department with much success. Whether we are multiplying or naming the months of the year, song and movement make learning fun and memorable. Students attend single class music lessons twice a week and all classes perform for a school wide audience of students and parents twice a year.

2a. Reading: We are passionate about reading at Beutel Elementary! Research is clear that a balanced reading approach delivered in a positive environment has the most opportune chance of teaching all children to read. This flexible, yet balanced approach includes strategies for phonemic awareness along with literacy instruction that combines a strong emphasis on reading with an integrated writing strand. We view writing as a power strand in that it elevates overall achievement in language arts. Word walls, smart centers, and daily letters from the teacher are part of a deliberately print-rich environment. All classrooms schedule a teacher read aloud time each day to model effective reading and to instill a love for reading. We espouse that a love for reading is caught, not taught and we want this love to be contagious at Beutel Elementary. A minimum of two hours a day is devoted to the language arts curriculum that includes reading, reading comprehension, writing, spelling, vocabulary, grammar and writing for a purpose. Effective teaching strategies utilized daily would include shared reading, guided reading and independent reading.

Novel studies are reserved by grade level to promote lifelong reading and general literacy. We strive to connect text across the curriculum through the use of diverse genres and upper grades are required to specifically read fiction, nonfiction, technical, biographical and autobiographical selections. Higher order thinking skills and knowledge of Bloom's Taxonomy are key factors as we seek to produce life-long, passionate readers and strong, refined writers with a true and personal voice. Teachers seek opportunities for professional growth and have been trained in many facets of language arts including phonemic awareness, Neuhaus, dyslexia, early literacy, Six Traits Writing, New Jersey Writing, higher order questioning techniques with Margaret Kilgo, McCracken literacy as well as Read Naturally. Reading and writing at a level of mastery is the foundation that we feel professionally obligated to give every child. We are passionate about giving this gift to all children.

3. Additional Curriculum Area: Successful mathematicians blossom at Beutel Elementary through many deliberate processes. A series of planned events such as precise data analysis,

cohesive teacher planning, support from district facilitators, and the use of a spiraling curriculum allows for all students to achieve in math. Specific and individualized data analysis allows teachers to adjust instruction accordingly. Cooperative learning and flexible grouping is a common sight in our mathematics classes as students work together, but quickly gain confidence to perform independently when required. Primary classrooms use Everyday Math Counts with daily calendar activities to scaffold a strong foundation for all students. Technology is used to support problem solving, rote skills, and application of skills. Vertical alignment provides a framework for continuity and success as math students progress through Beutel Elementary. Teachers follow a scope and sequence planned to cover every required curriculum objective. Each classroom utilizes Drops in a Bucket, a daily math problem solving approach that also gives continuity and vertical skill spiraling as students progress through the grades.

All math instructors utilize hands-on manipulatives and practice real-life mathematics whether they are measuring how tall the principal is or what the distance is in feet to the cafeteria. Movement, songs, and active learning create a vibrant energy in the math classes. Facts are snapped, tapped, hummed and learned! While basic rote math skills are taught, it is our expectation that students must apply these skills. Students must not only solve problems, but also explain how and why they chose a specific answer. We seek to ensure all students have the confidence and the skills necessary to be productive, critical thinkers as they start their journey to becoming mathematicians for life.

4. Instructional Methods: The continuous quest for student success is a shared vision among the entire family that comprises Beutel Elementary. Our high expectations for teaching and reaching the whole child in every child is central to our reach for exemplary achievement. Flexible, creative and dynamic instructional methods are used as we strive to see each child as a unique learner and individual. Our school motto, "Love life, love learning" underscores our belief that if you capture a child's heart, their head will surely follow. It is in this child-centered environment that we make certain all staff follows a rigorous curriculum based on the Texas Essential Knowledge and Skills (TEKS) as we utilize a clear calendar that follows a scope and sequence of layered learning. This vertical alignment coupled with clear school wide procedures and routines makes for a safe, warm and effective learning environment.

Common instructional methods would include flexible grouping, cooperative grouping, hands-on learning inside and outside the classroom, the use of newspapers and student magazines, utilization of technology, real-world connectivity through field trips and field studies, presentations, assemblies, thematic units, special day activities, research activities, fine arts activities and student performances. A major key, however, to the sustained success of Beutel students would be our unwavering commitment to ensuring student time on task. There is no substitute for direct interaction between teacher and student and thus every available moment of instructional time is maximized and zealously guarded by the staff and administration of Beutel Elementary.

5. Professional Development: The staff members of Beutel Elementary are outspoken and willing participants of a learning community. We strive to be on a forward-moving learning curve and seek to be visionary in our professional development. Assessing the needs for staff development is a major piece of our spring campus planning. We prioritize what is needed for students and what is needed for teachers. Though the teachers have a required number of hours to obtain for staff development, it is a rare teacher that does not seek the opportunity for many

more hours than the required minimum. Data from our district and state tests drive many staff development offerings. Annually, facilitators host in-service opportunities to meet with campus specific grade levels to disaggregate data and utilize item analysis tools to improve instruction in core content areas. Hands on science, math strategies, problem solving, Six Traits Writing, technology tools, classroom management, stress reduction, meeting the needs of students of poverty, higher order thinking skills and recognizing the gifted learner were some of the professional growth opportunities attended by the A. P. Beutel staff members. Special education teachers and staff are certified through the Crisis Prevention Institution (CPI) to respond proactively to prevent a potential crisis situation involving overt or dangerous student behavior from occurring or escalating. All staff have been given an introductory overview in CPI to promote care, welfare, safety and security for everyone working and learning in our campus community. The second grade team as well as additional support staff pursued training in the Read Naturally program primarily to build fluency in our budding readers. This team will begin training first and third grade teachers in the fall.

PART VII – ASSESSMENT RESULTS

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2006 Publisher Texas Education Agency

	TAKS 2005- 2006	TAKS 2004- 2005	TAKS 2003- 2004	TAKS 2002- 2003
Testing month	Feb	Feb	March	March
SCHOOL SCORES*				
(TAKS) % Met Standard	100%	100%	100%	99%
(TAKS) % Commended Performance	70%	73%	46%	NA
Number of students tested	83	94	94	89
Percent of total students tested	86%	91%	90%	89%
Number of students alternatively assessed	14	9	10	11
Percent of students alternatively assessed	14%	9%	10%	11%
SUBGROUP SCORES				
<i>1. Economically Disadvantaged</i>				
(TAKS) % Met Standard	100%	100%	100%	100%
(TAKS) % Commended Performance	64%	36%	27%	NA
Number of students tested	11	14	13	14
<i>2. Hispanic</i>				
(TAKS) % Met Standard	100%	NA	100%	100%
(TAKS) % Commended Performance	67%	NA	17%	NA
Number of students tested	18	NA	16	12

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006 Publisher Texas Education Agency

	TAKS 2005- 2006	TAKS 2004- 2005	TAKS 2003- 2004	TAKS 2002- 2003
Testing month	April	April	April	April
SCHOOL SCORES*				
(TAKS) % Met Standard	100%	97%	99%	100%
(TAKS) % Commended Performance	37%	48%	46%	30%
Number of students tested	90	95	94	88
Percent of total students tested	88%	92%	91%	90%
Number of students alternatively assessed	12	8	9	10
Percent of students alternatively assessed	12%	8%	9%	10%
SUBGROUP SCORES				
<i>1. Economically Disadvantaged</i>				
(TAKS) % Met Standard	100%	100%	99%	100%
(TAKS) % Commended Performance	39%	46%	55%	31%
Number of students tested	15	13	10	13
<i>2. Hispanic</i>				
(TAKS) % Met Standard	NA	100%	99%	100%
(TAKS) % Commended Performance	NA	45%	17%	13%
Number of students tested	NA	17	12	16

Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006 Publisher Texas Education Agency

	TAKS 2005- 2006	TAKS 2004- 2005	TAKS 2003- 2004	TAKS 2002- 2003
Testing month	April	April	April	April
SCHOOL SCORES*				
(TAKS) % Met Standard	98%	100%	99%	99%
(TAKS) % Commended Performance	49%	44%	53%	39%
Number of students tested	83	93	88	90
Percent of total students tested	86%	90%	88%	88%
Number of students alternatively assessed	14	10	12	12
Percent of students alternatively assessed	14%	10%	12%	12%
SUBGROUP SCORES				
<i>1. Economically Disadvantaged</i>				
(TAKS) % Met Standard	100%	100%	100%	100%
(TAKS) % Commended Performance	67%	29%	50%	NA
Number of students tested	12	14	12	11
<i>2. Hispanic</i>				
(TAKS) % Met Standard	89%	NA	100%	100%
(TAKS) % Commended Performance	67%	NA	70%	NA
Number of students tested	18	NA	12	12

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2006 Publisher Texas Education Agency

	TAKS 2005- 2006	TAKS 2004- 2005	TAKS 2003- 2004	TAKS 2002- 2003
Testing month	April	April	April	April
SCHOOL SCORES*				
(TAKS) % Met Standard	100%	99%	100%	100%
(TAKS) % Commended Performance	53%	48%	52%	48%
Number of students tested	90	93	92	86
Percent of total students tested	88%	92%	89%	87%
Number of students alternatively assessed	12	8	11	11
Percent of students alternatively assessed	12%	8%	11%	13%
SUBGROUP SCORES				
<i>1. Economically Disadvantaged</i>				
(TAKS) % Met Standard	100%	100%	100%	100%
(TAKS) % Commended Performance	40%	31%	36%	38%
Number of students tested	15	13	14	13
<i>2. Hispanic</i>				
(TAKS) % Met Standard	NA	100%	100%	100%
(TAKS) % Commended Performance	NA	45%	46%	47%
Number of students tested	NA	11	13	15