

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 Charter

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

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

School Mailing Address 16311 Huebner Road
(If address is P.O. Box, also include street address.)

San Antonio TX 78248-1696
City State Zip Code+4 (9 digits total)

County Bexar State School Code Number* 015910135

Telephone (210) 408-5525 Fax (210) 408-5529

Web site/URL www.neisd.net E-mail tneuma@neisd.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. Richard A. Middleton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North East Independent School District Tel. (210) 804-7004

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 Mrs. Beth Plummer
(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 _____

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

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.

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: 42 Elementary schools
 12 Middle schools
 Junior high schools
 7 High schools
 8 Other – Alternative Schools
- 69 TOTAL
2. District Per Pupil Expenditure: \$6,213
- Average State Per Pupil Expenditure: \$8,349

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. 1 Number of years the principal has been in her/his position at this school.
- 9 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			
K	71	66	137		8			
1	69	62	131		9			
2	67	75	142		10			
3	81	66	147		11			
4	61	79	140		12			
5	79	61	140		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								837

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|------------|----------------------------------|
| 63 | % White |
| 3 | % Black or African American |
| 29 | % Hispanic or Latino |
| 5 | % 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: 18 %

[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	76
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	76
(3)	Total of all transferred students [sum of rows (1) and (2)]	152
(4)	Total number of students in the school as of October 1	854
(5)	Total transferred students in row (3) divided by total students in row (4)	.178
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 3 %
23 Total Number Limited English Proficient

Number of languages represented: 6
 Specify languages: Spanish, Korean, Hindi, Portuguese, Russian, Mandarin

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 100

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: $\frac{8}{69}$ %
 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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>15</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>	<u> </u>
Classroom teachers	<u>46</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u> </u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff	<u>15</u>	<u>3</u>
Total number	<u>78</u>	<u>5</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 22:1

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 %	96 %
Daily teacher attendance	98 %	96 %	95 %	95 %	95 %
Teacher turnover rate	1 %	1 %	1 %	1 %	1 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Walk through the doors of Huebner Elementary School, and you immediately know you are in the home of the Huebner Huskies, a warm, nurturing and engaging community filled with teachers who love to teach, and children who love to learn. That passion extends throughout the exceptional staff and dedicated parents, grandparents and other community volunteers who all share one goal: to empower and inspire every child who steps through the doors to become a responsible citizen and life-long learner. The Huebner Spirit can be seen and felt throughout the campus, from the children's colorful poetry, essays and artwork that adorn the walls to the sounds of young voices proudly chanting the school song. A powerful blend of unity, warmth and professional excellence makes Huebner Elementary an exemplary school and an extraordinarily unique place to learn.

Huebner Elementary School's continued success can be attributed to the diligence, creativity, and hard work of the close-knit team of teachers. These professionals continually look for new ways to make learning challenging and engaging. Classrooms hum with sounds of children solving problems, working cooperatively and sharing. Huebner teachers collaborate regularly to review and improve the implementation of the Texas Essential Knowledge and Skills. With the ever-changing diverse community of learners, teachers are committed to providing differentiated instruction to meet individual student needs. Assessing prior knowledge, knowing what students want to learn and allowing them time to reflect on their learning has enabled the school to address the diverse needs of all campus students. Enthusiastic volunteers greatly augment this strong learning environment with over 12,000 hours a year mentoring in classrooms as well as working one-on-one with children who need extra help.

Huebner is guided by Boyer's Basic School philosophy: enriching the child's inner self. Teachers help students make connections between what they learn at school and what they experience in their own lives by reinforcing the virtues of respect, honesty, perseverance, giving, self-discipline, and kindness. An example of the virtues being lived out is Huebner's year-long community service project, which is voted upon by the students. Whether children arrive with pocketfuls of pennies for the Food Bank or sacks of new clothing for the Children's Shelter, they gain an understanding of how their actions affect the world. The lesson is brought closer to home by working with a "sister school," whose needs surpass Huebner's. The Huebner community offers support with clothing, food, book drives, parent mentors and tutors.

Huebner focuses on nurturing the whole child through multiple programs, services and events. Highly-trained counselors work with individuals, small groups of children and classrooms before, during and after school to enhance students' self-esteem, their ability to build relationships and to achieve academic success. Parents and teachers work with students on important emotional and social issues through Second Step lessons. Families play and learn alongside their children at Huebner's popular Math and Science nights. During Career Day, children learn about an exciting array of careers from parents and community leaders. Music and physical education teachers host fun-filled events such as Field Day, Turkey Tango, Showcase of Stars and Music Memory. Students may engage in the Chess or Robotics Club as well as Choir and other musical endeavors such as learning to play the guitar or Orff instruments after school.

Huebner PTA sponsors over 20 events including: Art a la Carte, Reflections, Young Masters, Red Ribbon Week and Brown Bag Lunch, an award-winning Parent Education program focusing on parenting issues for school age children. All combine to bring the Huebner community together as a family.

This sense of family among teachers, staff, parents and students is what sets Huebner Elementary apart from other schools. Passion, educational excellence, high expectations and community involvement in a dynamic learning environment are what Huebner Elementary School is all about and why the school is so successful at helping students succeed.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Huebner's tradition of excellence stems from a community approach guided by a vision of success for ALL children. The Texas Assessment of Knowledge and Skills (TAKS) test was implemented in 2002-2003 focusing on higher order thinking, multi-step problem solving and the application of knowledge and skills in specific content areas. This annual evaluation measures the success of the Texas Knowledge and Skills (TEKS) state curricula in reading and math in third, fourth and fifth grades, writing in fourth grade, and science in fifth grade. Special needs students may be tested with a State Developed Alternative Assessment (SDAA II), a Locally Developed Alternative Assessment (LDAA), Texas Assessment of Knowledge and Skills I (TAKS I) in Science or a TAKS Alt test. The Admission, Review and Dismissal (ARD) committee determines the appropriate assessment based on a student's individualized educational goals.

There are three levels of achievement at the elementary level: *Commended Performance* indicates that a student has achieved high academic achievement, *Met Standard* represents standard achievement and *Did not Meet the Standard* indicates that a student's knowledge and skills are insufficient to pass the TAKS test. The Texas Accountability Rating System rates schools as *Exemplary*, *Recognized*, *Acceptable* or *Low-Performing* based on overall passing rates for each subject area and the percentage of students meeting ARD expectations on the alternative tests. Schools receiving the highest rating of *Exemplary* must receive a 90% passing rate in all subject areas and within all qualified subpopulations. Additional information regarding the Texas state assessment system may be found at:

www.tea.state.tx.us/student.assessment.

The Huebner community is proud of the outstanding academic performance of their students. For the past three years, Huebner Elementary students have maintained an overall academic rating of 97-99% in reading, 93-99% in writing, 96-98% in math and 83-96% in science. The percentage of students meeting ARD expectations has been 92-97%. Disparity among subpopulation group is minimal. For example, in 2006, 99% of African American, Hispanic and Limited English Proficient students passed the reading test. In 2006, 99% of Hispanic, Economically Disadvantaged and Limited English Proficient students passed the math test.

Texas public schools may qualify for the *Gold Performance Acknowledgements*, a system that recognizes schools that have a large number of students receiving Commended Performance on TAKS. Huebner received *Gold Performance Acknowledgements* in reading, writing, math and science for the past two years and in 2004 in reading and math. Huebner was recognized for comparable improvement in reading in 2005. Comparable Improvement calculates how student performance on the TAKS mathematics or reading test has changed from one year to the next and compares that change to 40 schools that are most similar demographically to the target school. These consistent gains in achievement across all academic areas confirm Huebner's ability to strive for excellence. Huebner Elementary School firmly believes in community accountability, forging professional relationships that embrace parents as partners and draws on hard work to achieve the highest expectations of ALL students.

2. Using Assessment Results: Huebner provides a variety of assessment measures to guide instruction, set learning goals and evaluate the effectiveness of the academic programs. The staff analyzes the previous year's TAKS scores to set instructional goals and design professional development. Students in Grades K-2 are assessed three times a year using the Texas Primary Reading Inventory, and students in Grades 3-5 are assessed twice a year using the John's Inventory. Results from these tests assist teachers in determining the reading strengths and weaknesses of students and setting initial flexible guided reading groups. From this early assessment, students lacking a solid reading foundation are invited to work with the reading specialist. The progress of every student is tracked using running records and anecdotal notes

that are frequently shared with parents and teachers in order that students receive uninterrupted intervention from year to year.

Reading, math and science benchmarks are administered to Grades 2-5 three times a year providing teachers and students with feedback on learning progress. The results are posted to a computerized program (Triand) plotting strengths and weaknesses of the curriculum and students. Teachers make instructional adjustments based on these results. Curriculum specialists offer research-based strategies and resources to ensure teachers have the tools necessary to provide quality TEKS instruction. Students review the results and plot specific TEKS learning goals. Tutoring is provided by teachers, administrators and other staff members. Differentiated instruction is provided in the way of Literacy Centers, math and science games and small group instruction. Selection of students for participation in their Math Acceleration Program (MAP) and Reading Acceleration Program (RAP), programs designed to assist struggling students in Grades 1-5, is based on this data. To ensure ongoing progress, students may be administered TEKS-focused mini-assessments. The staff systematically uses data to drive instruction, set goals and plan professional development to ensure the success of ALL students.

3. Communicating Assessment Results: At Huebner, parents are essential partners in the education of their children. Our belief is that students work hard and learn more when they are involved in their own assessment. Success then becomes everyone's responsibility. Teachers collaborate with administration, their team members and support staff to provide a comprehensive learning approach for each student. In addition, there is ongoing communication between students, parents and teachers so that expectations are met and goals are attained. Grading systems are grounded in the belief that they are authentic representations of what teachers are teaching and students are learning. Student grade averages, project rubrics, benchmark results and formal and informal test data are part of an ongoing collaborative conversation between school and the student's home. Specific feedback by the classroom teacher on the district website, Parent Portal, guarantees that assessment results are part of a deeper understanding of student strengths and struggles. This exchange between the school and home then becomes part of the support that is needed to improve classroom learning and instruction, maintaining the focus on individual situations that may arise and require immediate interventions. At Huebner, progress reports and conferences between the teachers, parents and students are part of the communication structure of trust and support for each student. Children at Huebner are provided an opportunity to reflect and graph their progress and set obtainable learning goals to share with their parents. Standards, learning goals, student interests, strengths and weaknesses are all part of the design of the continuous approach to authentic assessment. School forums, such as PTA meetings, parent education classes, newsletters, school district website and our Campus Improvement Committee have all been part of the history of success and ongoing communication of the school's assessment practices and results.

4. Sharing Success: Over the last ten years, Huebner's Tradition of Excellence has filled the homes of its students and hallways of other schools within the district. Keeping this tradition alive and spreading it is one of Huebner's goals. Sharing, celebrating and reflecting on learning are important in the culture of the school. Every nine weeks the principal and assistant principal invite the community to assemble and celebrate through a musical slide show that depicts Huebner students and parent volunteers engaged in learning and having fun together. Huebner professionals believe that teaching is a science and an art supported by the communication of ideas and successful research-based practices. Readily observed at the campus, are teachers working alongside community volunteers reflecting and conversing openly and honestly about their craft. Faculty members at Huebner are district leaders. They welcome student teachers, district and non-district teachers, university students, high school mentors, administrators and community members to participate in observations and discussions about school successes as well as challenges and the plans to meet such challenges. Teachers have been recruited to pilot new programs, develop assessments and curriculum as well as to create district scope and sequence plans. As role models for the teaching profession, staff members lead monthly math investigation in-services for new teachers in

the district as well as mentor new teachers on the campus. Teachers have been invited to share their expertise at local, state and national conferences, and Huebner has been selected as a visiting site for schools attending the Basic School Convention in March, 2007. The principal leads quarterly retreats for teachers and administrators in and outside of the district centered on building relationships and leadership skills. Sharing and reflecting upon best practices with others keeps the Huebner story alive, an important story for all who have the same vision for students...SUCCESS.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: At Huebner, the school's shared vision creates a strong climate for learning that utilizes a solid core curriculum enhanced by the high expectations of innovative teachers. The core curriculum is based on the Texas Essential Knowledge and Skills (TEKS). Thoughtful conversations among vertical and horizontal teams of teachers create a cohesive, effective approach to teaching and learning.

Huebner follows a research-based program incorporating reading and language arts skills. Classrooms are filled with a wide variety of texts to stimulate student's interest in reading and writing. Through writer's workshop, students learn how to give depth and voice to experiences that are close to their hearts. Teachers focus on reading foundations including attention to fluency, phonemic awareness, vocabulary and comprehension through mini-lessons and small, guided reading groups. Storytelling, Reader's Theater, Author's Chair, Literature Circles and author visits encourage students to develop a love of reading, poetry and books, as well as use writing as a vital form of expression.

Huebner's math program teaches students the practical applications of this universal language. To address the levels of all students, teachers use hands-on activities and manipulatives to help each child build understanding and solve problems. Exemplars, Investigations and other problem solving techniques, enable all students to explore and discover mathematical concepts. As students share their solutions and strategies with a small group of peers, they build confidence and clarity in their thinking. By routinely explaining and justifying their ideas orally and in their math journals, the world of mathematical thinking comes alive to them. These techniques, along with thought-provoking and well-planned questions and lively classroom discussions, teach students to become problem solvers in and outside the classroom.

The science program is designed to help students make meaningful connections as well as witness their ever-changing world. Through frequent hands-on experiments, students explore and discover scientific concepts in the natural world. Students record their data, results and reflections in science notebooks. They eagerly participate in daily discussions to justify their ideas and build upon or reject the reasoning of others' viewpoints. Streaming videos and field trips help students gain a perspective of the inter-relationship between themselves and their environment.

History, current events, biography presentations, geography skills and character traits are often integrated through library units and the reading program. Lessons in character are discovered through literature about heroes and heroines that exemplify honesty, perseverance, compassion and courage. Concepts and skills come alive as students participate in simulations of past events and run election campaigns to vote for their favorite Blue Bonnet book or their favorite charity to support. Participation in Market Day and the school's recycling program reinforces the basics of economics. Through exploration and interaction, students leave Huebner with a strong commitment to service, citizenship and understanding of their place in history.

The music program provides students with music opportunities from singing, dancing, reading music and composing on a variety of percussion and Orff instruments. Enthusiastic young musicians bring the community together as they perform in the choir, orchestra and instrumental groups leaving their audiences in amazement at the excellence of the program.

The physical education program hinges on teaching children to be fit for a lifetime. Goals are accomplished through sequential skill related units from basic motor skills to the fundamentals of sports. Units culminate with community celebrations such as Parent Dance Day, Showcase of Stars, Field Day and faculty vs. student volleyball and softball games.

Art education encourages creativity and self-expression through exposure to a variety of art media and principles. Many Huebner students received recognition and awards at local and district art contests. Spanish is also taught to students focusing on basic language acquisition and the rich tradition of the Spanish culture.

2. Reading: Huebner Elementary cultivates intelligence and recognizes that the reading program must honor the uniqueness of each student, while preparing them to not only love books and reading, but to use reading as a means of thinking and asking pertinent questions. From reading readiness in kindergarten to Socratic Dialogues regarding universal themes in fifth grade, teachers continually strive to systematically implement the best practices that research and literacy experts have offered. All formal and informal assessment in reading is used to target reading instruction that focuses on comprehension and deeper reading.

Many campus, district, and national reading initiatives support the school's reading strategies. The use of guided reading, study of linguistics, use of writing and self-selected reading as a means of consistent attention to teaching the deeper essence of literacy. Small flexible reading groups are often facilitated by many parent and community volunteers, all dedicated to teaching readers to create meaning from what they read. Readers Theater, literature circles, literacy centers and Junior Great Books are used to challenge and engage readers by asking them to synthesize central ideas in what they read.

Individualized supportive efforts, including the use of reading specialists, small group/dyslexia intervention, Special Education Plans and tutoring, are all aimed at addressing the unique challenges of ALL students, including students that work on advanced literary works and philosophy selections.

Huebner's school library is an exciting child-centered Learning Media Center, the hub of many reading connections, where readers reach beyond their parameters to exciting worlds such as the Iditarod, while also learning valuable techniques on organizing information. Students enjoy the many guest book authors and illustrators who bring the evocative language of fiction, prose, and poetry, while also focusing on the art of book illustration. There is no greater testimony to the school's commitment to excellence than its reading program.

3. Science: Huebner is dedicated to helping students understand the various disciplinary ways of thinking. The science program is aimed at fostering curiosity and teaching students to think scientifically. Through the use of the scientific method, hypothesizing, researching, experimenting, investigating and inquiry, students learn science by uncovering the many connections between the components of life, physical, and earth science, to their own world.

With much reflection, organization and planning, the Huebner faculty has clarified what it means for their students to deeply understand science. With the collaborative efforts of parent volunteers, students are actively engaged in using hands-on activities such as Full Option Science System Kits (FOSS Kits), Activities Integrating Math and Science (AIMS), Loose in the Lab, field trips and on-site presentations. To assure the sustained study that is required for students to be competent scientists, integration of science concepts throughout the curriculum has become our design for success. Students journal the scientific knowledge gained from their units of study, recording observations, illustrations, vocabulary, reflections and conclusions in science notebooks.

Purposeful celebrations and practices such as Science Day and the school garden encourage a multi grade-level approach to experiments and learning. They create opportunities for students of different grade levels to interpret science data in their own language and understanding. This type of shared learning creates excitement and supports belief in using the natural world to promote earth stewardship and love of science. The school garden has become the scientific lab for students to understand plant and insect

species, as they tend and harvest their vegetable gardens and flower beds with teachers and parents.

Evidence of Huebner's commitment to science has been appropriate interventions that produced a dramatic increase from 83% to 96% in the state TAKS 2005-2006 science test, in fifth grade. Teacher commitment and community efforts continue to foster a science education that is interrelated and meaningful.

4. Instructional Methods: Huebner achieves coherence by making connections between disciplines, themes, teachers and instructional methods. All staff members use best teaching practices to provide rich opportunities for investigation by incorporating real life experiences and using hands-on materials across the curriculum. The students are continually challenged to become creative, reflective thinkers, as well as skillful problem solvers. This way of teaching requires precision of thought, as students solve problems in a variety of ways. Focusing on open-ended questions, inquiry becomes a way of engaging and challenging students' thinking as a central goal of the daily curriculum.

In math class, students solve math problems in different ways through pictures, words and numbers. The teachers utilize Talk Moves to improve discourse by asking students to restate someone else's reasoning, while adding their personal perspective. In reading, students respond to the nuances of the text by journaling and discussion, and in so doing, learn to analyze the universal themes in literature. Teachers reach all students by using small and whole group instruction, guided reading groups and individual conferences. Teachers model strategies daily using think aloud methods. Instructional menus and self-directed research projects give students choices in their learning process. Technology is used to inspire students to create original works, while the school library supports the learning dynamics by providing a rich collection of books and resources. Science ideas come alive when notebooks are utilized in every classroom requiring students to explain and justify their ideas and conclusions through words and illustrations that reflect their experiences. Vocabulary building strategies are evidenced via words walls, word banks, foldables, graphic organizers and the use of Marzano's Six Step Vocabulary strategies. Just as important is the instructional goal to ensure that literacy gives direction across the curriculum, and that teachers inspire enthusiasm for self-directed learning.

5. Professional Development: Huebner teachers model life-long learning by participating in ongoing professional development that focuses on educating the whole child. This year, professional development has targeted enriching student writing, adopting a challenging math problem-solving curriculum and student goal setting. By re-examining teaching methods, learning connections, student assessment and relevance of instruction, Huebner teachers maintain the highest expectations for ALL students.

Recent student performance data drives the professional development focus of Huebner. Following the study of Philip C. Schlechty, Huebner teachers are constantly *Working on The Work*, meeting monthly with curriculum specialists to reflect upon their students' work and adjusting their instruction to meet students' changing needs. From the expertise of national consultants such as Gretchen Bernabei and Lucy Calkins, to the shared leadership of their peers, Huebner teachers constantly perfect their practice and teaching toolkits. In order to maintain rigor in curriculum, teachers have attended Margret Kilgo sessions that help them focus on higher-level inquiry and analysis of student assessment.

Professional Development at Huebner is aimed at achieving success for all students at the elementary level, and beyond. All the professional development planned at Huebner builds upon this goal for our students. Not only are students being taught to reach and set personal goals, students are being taught to take ownership of their learning.

Huebner is making progress as a community of learners looking to the future, inspired by what can be achieved through working and learning together.

PART VII - ASSESSMENT RESULTS

Subject: Reading Grade 3rd

Test: Third Grade Reading TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month April					
SCHOOL SCORES*					
% At or Above Met Standard	100	98	99	100	
% At Commended Performance	70	56	44	49	
Number of students tested	141	142	138	148	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	8	4	6	6	
Percent of students alternatively assessed	6	3	4	4	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Met Standard	100	99	100	100	
% At Commended Performance	74	61	44	52	
Number of students tested	101	104	94	110	
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Met Standard	100	94	97	100	
% At Commended Performance	59	41	41	41	
Number of students tested	29	34	30	27	

Subject: Math Grade 3rd

Test: Third Grade Math TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month April					
SCHOOL SCORES*					
% At or Above Met Standard	94	96	99	100	
% At Commended Performance	48	43	39	33	
Number of students tested	140	146	135	150	
Percent of total students tested	100	99	100	100	
Number of students alternatively assessed	8	4	4	3	
Percent of students alternatively assessed	6	3	3	2	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Met Standard	95	97	100	100	
% At Commended Performance	49	49	44	32	
Number of students tested	101	104	94	111	
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Met Standard	97	94	97	100	
% At Commended Performance	48	27	27	25	
Number of students tested	29	34	30	28	

Subject: Reading Grade 4th
 Test: Fourth grade Reading TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% At or Above Met Standard	97	94	95	100	
% At Commended Performance	43	39	35	34	
Number of students tested	131	143	148	140	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	7	2	5	
Percent of students alternatively assessed	3	5	1	4	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Met Standard	98	95	97	100	
% At Commended Performance	49	44	40	40	
Number of students tested	98	98	105	100	
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Met Standard	96	94	89	100	
% At Commended Performance	19	29	17	23	
Number of students tested	27	31	36	31	

Subject: Math Grade 4th
 Test: Fourth grade Math TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% At or Above Met Standard	99	92	99	98	
% At Commended Performance	54	48	40	39	
Number of students tested	131	143	148	140	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	6	2	5	
Percent of students alternatively assessed	3	4	1	4	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Met Standard	100	95	98	99	
% At Commended Performance	60	48	48	46	
Number of students tested	98	99	105	99	
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Met Standard	99	96	100	94	
% At Commended Performance	33	45	22	16	
Number of students tested	27	31	36	32	

Subject: Reading Grade 5th
 Test: Fifth grade Reading TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% At or Above Met Standard	100	99	97	98	
% At Commended Performance	40	42	50	42	
Number of students tested	137	152	142	151	
Percent of total students tested	100	99	100	100	
Number of students alternatively assessed	6	3	5	5	
Percent of students alternatively assessed	4	2	4	3	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Met Standard	100	100	96	98	
% At Commended Performance	46	45	56	44	
Number of students tested	95	110	102	112	
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Met Standard	100	98	100	100	
% At Commended Performance	28	30	31	29	
Number of students tested	29	40	32	28	

Subject: Math Grade 5th
 Test: Fifth grade Math TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% At or Above Met Standard	100	99	97	99	
% At Commended Performance	69	58	54	53	
Number of students tested	138	159	142	154	
Percent of total students tested	99	99	100	100	
Number of students alternatively assessed	6	2	4	4	
Percent of students alternatively assessed	4	1	3	3	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% At or Above Met Standard	100	100	99	99	
% At Commended Performance	73	64	58	54	
Number of students tested	95	110	102	114	
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Met Standard	100	95	91	97	
% At Commended Performance	55	39	46	41	
Number of students tested	29	41	33	29	