

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Ramona Morin Aguilar

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

Official School Name Centerville Elementary School

(As it should appear in the official records)

School Mailing Address 600 Keen Road

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

Garland

Texas

75041-3799

City

State

Zip Code+4(9 digits total)

County Dallas

State School Code Number* 057909105

Telephone (972) 926-2510

Fax (972) 926-2515

Web site/URL http://www.garlandisdschools.net/Cent E-mail rmaguila@garlandisd.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Curtis CulwellEd.D.

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

District Name Garland Independent School District

Tel. (972) 487-3023

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Linda Griffin

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 49 Elementary schools
 _____ 13 Middle schools
 _____ 0 Junior High Schools
 _____ 8 High schools
 _____ 3 Other
 _____ 73 TOTAL
2. District Per Pupil Expenditure: _____ 5555
 Average State Per Pupil Expenditure: _____ 9629

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 16 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	0	0	0
K	32	26	58	8	0	0	0
1	33	29	62	9	0	0	0
2	26	23	49	10	0	0	0
3	24	33	57	11	0	0	0
4	33	17	50	12	0	0	0
5	29	29	58	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							334

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 17 | % Black or African American |
| 68 | % Hispanic or Latino |
| 13 | % White |

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year 31 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	64
(2)	Number of students who transferred from the school after October 1 until the end of the year	39
(3)	Total of all transferred students [sum of rows (1) and (2)]	103
(4)	Total number of students in the school as of October 1	331
(5)	Total transferred students in row (3) divided by total students in row (4)	0.31
(6)	Amount in row (5) multiplied by 100	31

8. Limited English Proficient students in the school: 44 %
- | | |
|-----|---|
| 147 | Total Number Limited English Proficient |
|-----|---|

Number of languages represented 3

Specify languages: Spanish, Ibo, Igbo

9. Students eligible for free/reduced-priced meals 79 %

Total number students who qualify: 265

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: 16 %
56 Total Number of Students Serve

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

<u>6</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>8</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>12</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>8</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>3</u>	Traumatic Brain Injury
<u>16</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>2</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>20</u>	<u> </u>
Special resource teachers/specialist	<u>8</u>	<u>2</u>
Paraprofessionals	<u>9</u>	<u> </u>
Support Staff	<u>2</u>	<u> </u>
Total number	<u>41</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 13 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	96 %	97 %	96 %
Daily teacher attendance	95 %	96 %	95 %	94 %	95 %
Teacher turnover rate	12 %	7 %	14 %	5 %	10 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Centerville Elementary is an enriched learning community that embraces diversity and celebrates success. At Centerville, all students are accountable to high expectations in academic and citizenship standards. Our mission is to educate all children to become responsible citizens with the expertise and imagination necessary to invent the future. Centerville Cheetahs live by our motto: Positive Attitude Willing Spirit (PAWS) in all that we do. Our students are eager to come to school and are rewarded for perfect attendance as a class and individually. Our student population is comprised of 79% of the students qualifying for free/reduced price meals and 44% limited English proficient students. We have a diverse student ethnic composition of 69% Hispanic, 17% African American, 13% White, .6% American Indian, and .6% Asian.

Centerville's distinctiveness lies in its ability to create relationships with parents, extended family members and community members. Centerville is a school where parents are partners and an integral part of the school's educational success. Parents volunteer on a regular basis to help teachers prepare instructional materials in our parent room. The Parent Teacher Association (PTA) provides additional funding for field trips and activities for students to acquire unique experiences. Good communication between home and school is attributed to our high level of parent involvement. All printed communications and trainings are provided in English and Spanish to ensure that all parents have access to information. Each month, a school newsletter is sent home and posted on our website <http://www.garlandisdschools.net/CentervilleElementary/index.asp> to keep parents informed of current and future events at school. Teachers communicate with parents on a daily basis utilizing our Cheetah folders and phone calls as needed. Parent training is provided by the counselor including Love and Logic in English and Spanish.

The staff at Centerville has high expectations for all the children and work as a team to ensure student success. Meeting the needs of each student is the focus of our professional learning community. Staff members meet weekly in teams to plan and to identify targeted team goals. All staff members work diligently to determine each child's unique learning style, instructional level, and motivational needs. If students have not mastered the required skills or acquired the essential knowledge at each grade level, then various intervention strategies are employed utilizing a three tier approach. Under this problem solving model, at the tier one level classroom teachers collaborate with parents and create an intervention plan unique to the needs of the student. At the second tier level, teachers collaborate with parents and a campus consultant to evaluate interventions and make modifications if necessary. At the tier three level the Student Support Team (SST) will meet to add additional interventions or recommendations. In the three tier problem solving process all interventions implemented are research based and data is gathered to monitor student progress.

A central part of our reading intervention is small group intervention from our literacy specialists and English as a Second Language (ESL) staff. These specialized reading teachers collaborate with classroom teachers and work with small groups of students who need intensive and targeted instruction to become fluent readers. Working in small groups provides a teacher to student ratio that allows the Literacy and ESL teachers to guide the reading instruction of each individual child. In addition, we offer extended day instruction to those students who need additional instructional time to master required skills. The extended day program is an additional hour of tutoring in a small group setting for as many as four days a week after regular school hours.

Technology is greatly valued and utilized to enhance instruction. The computer software, SuccessMaker, is an individualized program for each student in the areas of reading and math. SuccessMaker enables teachers in identifying deficient areas and monitors students' progress. Another program available to students is E-Path. This program offers sequential lessons that build upon each other and aid in comprehension. Each classroom also has computers networked with the computer lab which provide students additional access to their individualized programs. Internet access is available for research purposes. Each classroom teacher has a LCD projector to present visuals to support the skill or concept being taught.

Centerville has achieved the state of Texas' highest rating of Exemplary for four years and Recognized for seven years. Our positive school climate and our targeted intervention allow our students to realize their full potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Every public school in Texas is mandated to use a criterion referenced test to assess student achievement. We use the Texas Assessment of Knowledge and Skills (TAKS). The TAKS Test specifications are written to reflect the Texas Essential Knowledge and Skills (TEKS), which is the curriculum taught beginning in Kindergarten. In the elementary school, reading and math tests are administered every year starting in third grade in both English and Spanish. In fourth grade students are also assessed in writing and in fifth grade in science. The performance levels for meeting the standards are set by the state each year. The 2007 performance standards for TAKS Reading and Math are as follows: 3rd English-Reading 64% and Math 68%; 3rd Spanish-Reading 64% and Math 68%; 4th English-Reading 68%, Math 67% and Writing 63%; 4th Spanish-Reading 67%, Math 67% and Writing 56%; 5th English-Reading 69%, Math 68% and Science 75%; and 5th Spanish-Reading 66%, Math 73% and Science 75%.

The results of Centerville's 2007 assessment in reading when combining 3rd, 4th, and 5th grades are as follows: 93% of the students meet standards for the Reading test. When comparing our score of 93% to the state average of 89% meeting standards, the district rate of 90%, and the Campus Group of forty comparable campuses meeting standards at 87%, Centerville's higher percentage rate demonstrates that the reading program in place fosters a higher level of achievement for all students. Out of that 93%, every student in third grade and fifth grade met standards in reading.

The results of Centerville's 2007 assessments in math when combining 3rd, 4th, the 5th grades are as follows: Our school had 76% of our students meeting standards for the TAKS Math test. Once again, when comparing our score of 76% to the State rate of 77%, the District rate of 78%, and the Campus Group rate of 82% meeting standards, Centerville performed well in math. Out of that 76%, every student in fifth grade met standards in math.

At Centerville we strive for all subgroups to be equally successful in school with no disparity between groups. We believe an effective school must adequately support and optimize learning to meet the needs of all students. Our subgroup results on the 2007 TAKS Reading test are as follows: 93% Hispanic students, 85% African American students, and 99% White students met standards. In math, 76% Hispanic students, 66% African American students, and 95% White students met standards. (It must be noted that we did not have a sufficient population of Native Americans or Asians/Pacific Islander to count as a subgroup.) Please refer to the attached table of multiple years demonstrating that there are no great disparities among the performance of the subgroups.

For more information on this school, TEA provides an instrument titled the Academic Excellence Indicator System (AEIS). A copy may be obtained by visiting the TEA website: <http://www.tea.state.tx.us/perfreport/aeis/index.html> or <http://www.tea.state.tx.us/perfreport/account/>.

2. Using Assessment Results:

Assessment data is used at the grade level and campus level in decision making to enhance student performance. Overall school performance on Texas Assessment of Knowledge and Skills (TAKS) objectives provides data to determine the selection of any new program materials and the focus of staff development. For example, if measurement is one of the objectives with a low score overall, then materials and training to address that objective will emphasize improvement in the staff's ability to target that objective.

State assessment results are used to determine ways to improve instruction at each grade level. Disaggregating test data by subgroup and objective provides specific information needed for guiding daily instruction and for selecting the targeted intervention needed in small groups. This process is repeated throughout the year on a variety of testing instruments. We administer TPRI, Tejas Lee, Benchmarks developed by the school district, unit assessments developed by the school district, and campus level STAR, Accelerated Reader, and SuccessMaker reports. Results of instruments are discussed with the students and their parents, and items are reviewed so that the program can provide additional learning opportunities.

Student selection for special services such as speech, literacy groups, and special education are driven by

assessment data. Recommendations for student inclusion in the extended day program and summer school sessions are based on testing data as well.

Our staff has grade level planning sessions and periodically meets to discuss objectives with the grades above and below. Using test data to identify the areas of greatest need determines scheduling time for teaching objectives.

3. Communicating Assessment Results:

Centerville Elementary consistently communicates student performance to our families who make up our school community in the following ways:

- 1) Six weeks grade reports are sent home on the Thursday following the end of the six weeks.
- 2) An annual 'meet the teacher night' is held just before school begins and all parents are encouraged to attend. Parents sign in and those who do not attend the meeting are contacted by phone by the classroom teacher. Each family is invited to communicate with the classroom teacher as deemed necessary and the conference time is identified along with the instructions to call the office, leave a message, and the teacher will make a return phone call.
- 3) Classroom teachers meet twice yearly with the parents to review the students' academic and behavioral progress. Scheduled conferences are held in the fall and the spring. Each parent, again, signs in and follow-up contact is made with those not able to attend the scheduled meeting, in person or by phone.
- 4) Results from all state and norm-referenced assessments (TAKS, TPRI, ITBS, TELPAS) are sent home to the parents with appropriate information explaining how to interpret the results. All parents are also invited to review these results with the classroom teacher at the scheduled parent-teacher conference or contact the school counselor or administrator for assistance interpreting the results.
- 5) The Academic Excellence School Indicator (AESI) is available to all parents online, and a more comprehensive school report card, is sent home on an annual basis along with definitions for interpreting the information and a letter inviting communication between the home and school regarding this report.

4. Sharing Success:

Centerville has long history of sharing our successes with other schools. We have been called upon numerous times by other schools to share curriculum and classroom management successes. Our school has hosted groups of teachers who have come to observe, participate in activities, or discuss with us the techniques we use for teaching Title 1 students. Our door is open to all who want to be a part of success. These sessions not only benefit the other schools, they also benefit us. We believe that the best way to learn something is to teach it to someone else. We continue to promote sharing professional knowledge on a regular basis. Our fifth grade reading teacher has been asked if she would be willing to share her reading techniques for integrating reading and science with another school. Our teachers are called on quite often to mentor other teachers in our district. Several teachers in our building are on Science, Math and Technology Cadre Teams that impact the entire school system. These teams meet on a regular basis to formulate curriculum, create materials and discuss problems and situations that arise through out our district. Another area of sharing is the mentoring of college students who are considering education as a career. We are currently active with the University of Texas-Dallas taking part in a program called UTeach. This program assists students in making a career choice. We also participate in our district program that allows high school students to come to our school and assist teachers at different grade levels. An ongoing theme at Centerville is that it takes all of us to educate the children of our community an by creating partnerships we are able to attain that goal.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school district has developed a district wide online curriculum that is aligned with the state's Texas Essential Knowledge and Skills (TEKS). The curriculum was created with the help of a curriculum team and is aligned vertically with other grade levels. Since the curriculum was designed by a team of teachers, special efforts were made to include a variety of hands-on activities, visuals, PowerPoints, and websites to help reach all types of learners.

Our English Language Arts curriculum focuses on concepts and skills students are expected to master by the end of the year. The curriculum utilizes high-quality literature to introduce these skills. Teachers focus on objectives such as: analyzing story elements, using context clues, main idea, cause and effect, making inferences, etc. Teachers use the literature, games, story maps, Venn Diagrams and writing activities to keep students engaged and at an appropriate level of complexity.

The goal in reading instruction is to lead students to higher levels of thinking and achievement in all subject areas. It is through reading instruction that we expand students' vocabularies, increase their level of comprehension and fluency, and give them the tools necessary to evaluate what they read. This is achieved through the use of a balance of fiction and non-fiction texts including grade appropriate novel studies. Attention is given to providing materials at the appropriate independent reading level as assessed by STAR. Cross grade-level tutoring is provided as necessary. Occasionally, a child who is performing significantly above grade level is included in a reading group in the grade level above. Comprehension, the underlying goal of the reading program, is supported through the use of computer evaluations provided by the AR programs.

Problem solving and application are the goals in the math curriculum. Students are taught the required state essential knowledge and skills at each grade level. As students demonstrate mastery of each skill or concept, they can begin to apply them to real-life problems and situations. In addition to tutorials when needed, all grades receive math practice using the SuccessMaker program in our computer lab. The computer generates reports that are useful in targeting areas of need for individual children. Teachers use this information to identify areas of weakness and to design individualized computer practice.

Writing is taught across the curriculum and incorporated into every subject. Focus is directed at both the components of grammar and creative composition. Students are introduced to a variety of writing styles and encouraged to use them when writing on both teacher-selected and student-selected topics. Writing is an authentic daily activity for the students as they reflect on the learning process. The process and the traits of good writing are taught.

Every science lesson is used to teach children how to investigate the world like scientists by using the scientific method and formulation of hypothesis. Our school maintains a science lab for the large inventory of science equipment that is available in our building. Using the Foss materials, teachers introduce grade appropriate vocabulary and theories, and teach concepts using hands-on experiments and investigations directly related to real-life situations.

The Social Studies curriculum focuses on past and present communities and cultures throughout the world. Students learn about the different types of communities and explore the reasons they were formed. This knowledge allows them to make comparisons to their own community. Fourth grade students focus on Texas History, while fifth grade students study U.S. History.

Students are given unlimited opportunities to demonstrate their understanding across the curriculum through art activities. They may also choose to participate in several art competitions i.e. Reflections, Environmental Poster, or Holiday Greeting Card-Design contest.

Spanish is taught in general education classes. In addition to learning Spanish vocabulary, students are also introduced to the different cultures of Spanish speaking countries. Students who speak Spanish have an opportunity to share their knowledge of Spanish with non-Spanish speaking students. The goal of our fine arts program is to develop students' self expression and provide them experiences of various art forms.

At Centerville, we have a full time music teacher who works with all grade levels to teach the elements of music ranging from rhythm to opera. We also offer extracurricular choir opportunities for students. Our

choir students practice after school weekly and perform on campus and in the community. This year our choir performed at a local Barnes and Nobles Bookstore and at a high school sponsored music festival. To enrich our students' experiences in fine arts, we provide several field trips that include: dramatic performances, symphonic performances and museum visits. Art instruction is integrated into the classroom curriculum and is used to respond to literature and to express their understanding. Teachers are provided with various mediums to work with ranging from modeling clay to paint. All music and art instruction meets the Texas Essential Knowledge and Skills state curriculum guidelines and is viewed as an extension of all learning.

The goal of our fine arts program is to develop students' self expression and provide them experiences of various art forms. At Centerville, we have a full time music teacher who works with all grade levels to teach the elements of music ranging from rhythm to opera. We also offer extracurricular choir opportunities for students. Our choir students practice after school weekly and perform on campus and in the community. This year our choir performed at a local Barnes and Nobles Bookstore and at a high school sponsored music festival. To enrich our students' experiences in fine arts, we provide several field trips that include: dramatic performances, symphonic performances and museum visits. Art instruction is integrated into the classroom curriculum and is used to respond to literature and to express their understanding. Teachers are provided with various mediums to work with ranging from modeling clay to paint. All music and art instruction meets the Texas Essential Knowledge and Skills state curriculum guidelines and is viewed as an extension of all learning.

2a. (Elementary Schools) Reading:

Centerville follows the online reading curriculum that is provided by the district. The online curriculum is designed to cover all the Texas Essential Knowledge and Skills for each grade level and ensure the curriculum is vertically aligned. In addition, Centerville teachers aim for a balanced literacy approach in their classrooms. Teachers engage daily in small guided reading groups to target instruction. Teachers conduct this small group reading intervention using Hampton Brown Materials provided by the district. Teachers also encourage and motivate students to read independently and participate actively in Accelerated Reader program.

The Centerville Elementary reading curriculum for the at-risk students is SRA Early Interventions (based on a National Study conducted by Southern Methodist University) the purpose is to provide intensive small-group instruction in order to develop phonemic awareness, phonetic decoding, reading fluency, and comprehension. This program was adopted by Centerville for the Literacy program in 2003 for the following strengths:

Promotes phonemic awareness.

Helps to develop automatic recognition of words.

Designed to scaffold beginning and struggling readers .

Offers connected text composed of decodable and tricky words, while applying comprehension strategies and a higher level of thinking.

Take home readers.

Keeps students engaged by a rapid pace with constant interchange between student and teacher.

Encourages independent readers and thinkers.

3. Additional Curriculum Area:

Centerville has established an enriched science curriculum to foster an environment of inquiry learning. Our school has a well equipped science lab where all students are invited to discover science. As in accordance with our mission statement to foster all children to become responsible citizens with the expertise and imagination necessary to invent the future, in science all students can learn and are given that chance to explore. Both regular education students and special education students are included in classroom, labs, Science Fair, and field experiences. Students are taken on field trips to various Science related places. Fifth grade students have attended a week long environmental exploration camp for 12 years. Centerville has teamed with outside agencies including: NASA, Dallas Arboretum, Dallas Museum of Nature and Science, World Aquarium, Dallas Zoo, and Bat World. Grants and scholarships provide access to various places as a part of the curriculum every year to aide our students in attaining critical learning opportunities and background knowledge. Grants and scholarships ensure that all students have an opportunity to participate.

Centerville has a 4th and 5th grade Science Club that meets on Wednesday afternoon every week for 1 hour. This club has been a part of Centerville for many years. The students are motivated and are visited regularly by the Dallas Zoo, Dallas Museum of Nature and Science and other Science organizations. Students who are in the Science Club have all passed the state TAKS assessments every year.

Our Science teachers are well known to all the Science providers in our state as well as several national affiliations, and have been showcased in area newspapers for their commitment to Science learning. They have secured numerous grants and scholarships for their classes as well as for the 4th and 5th grade Science Club. They are members of the National Science Teachers Association, Texas Science Collaborative, and Texas Elementary Science Teachers Association. They have been chosen time after time for special workshops throughout Texas and the nation. Most recently, they attended a two week workshop with Conservation Across Boundaries which was held in Montana and South Texas for two weeks. Science instruction will continue to be an area in which Centerville will excel.

4. Instructional Methods:

This year Centerville is targeting the nine research based strategies to improve student learning based on Classroom Instruction that Works by Marzano, Pickering, and Pollock (2001). These strategies include: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypothesis, and cues question and advance organizers. With our diverse student population, we embrace their unique needs and evaluate instruction to ensure all students are successful. Differences in student learning styles require that all new concepts in any subject be presented in a variety of modes such as visual, auditory, kinesthetic and tactile. Students have opportunities to participate in a variety of investigations and experiments using assorted manipulatives. Teachers use many resources including power points, charts, maps, books with tapes, and educational games.

Every classroom has children with varying levels of ability. Therefore, teachers must also be able to differentiate instruction and provide additional challenges to the students who are higher functioning while providing additional support to the students who are at risk. Students are given every opportunity for success and are allowed to work cooperatively as well as independently. Centerville also utilizes small groups to target intervention and extend learning based on evaluation of data and the use of research-based instructional practices.

5. Professional Development:

For the 2007-2008 school year, Centerville has been conducting a book study on Classroom Instruction that Works by Marzano, Pickering, and Pollock (2001). This book gives a condensed version of various educational research results, and explores ways those scientifically proven strategies can be implemented in the classroom to increase student achievement. Marzano, Pickering, and Pollock (2001) recommend nine categories of instructional strategies based on educational research which gives evidence that these strategies lead to increased student achievement and percentile gain in student achievement scores. These strategies include: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypothesis, and cues question and advance organizers.

The nine research-based strategies were identified by researchers at Midcontinent Research for Education and Learning (McREL). McREL performed a meta-analysis to combine the results from numerous selected studies to estimate the average effect of each strategy or technique. In the book, each strategy is presented with the research that states it is effective, suggestions for how to implement this strategy into practice, and examples of how each strategy was implemented in various classroom contexts.

All professional staff read, discussed, and presented the strategies in staff meetings and on professional development days. Staff members also have shared various strategies they have implemented to enhance instruction.

PART VII - ASSESSMENT RESULTS

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

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/Apr/Jun	Feb/Apr/Jun	Feb/Apr/Jun	Feb/Apr/Jun	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above Met Standard	100	93	94	95	
% "Exceeding" State Standards					
At commended performance	21	34	30	10	
Number of students tested	56	50	33	40	
Percent of total students tested	90	82	79	91	
Number of students alternatively assessed	6	11	9	4	
Percent of students alternatively assessed	10	18	21	9	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	91	91	96	
% "Exceeding" State Standards					
At commended	20	39	30	17	
Number of students tested	44	36	23	23	
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard		100	90	100	
% "Exceeding" State Standards					
at commended		27	9	0	
Number of students tested		15	11	10	
3. White					
% "Meeting" plus % "Exceeding" State Standard					
at or above met standard				91	
% "Exceeding" State Standards					
at commended				0	
Number of students tested				11	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
at or above met standard	100	89	100	94	
% "Exceeding" State Standards					
at commended	20	38	44	25	
Number of students tested	40	29	16	16	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/Apr/Jun	Feb/Apr/Jun	Feb/Apr/Jun	Feb/Apr/Jun	Feb/Apr/Jun
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above Met Standard	100	93	94	95	
% "Exceeding" State Standards					
At commended performance	21	34	30	10	
Number of students tested	56	50	33	40	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
at or above standard	100	91	91	96	
% "Exceeding" State Standards					
at commended performance	20	39	30	17	
Number of students tested	44	36	23	23	
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
at or above standard		100	90	100	
% "Exceeding" State Standards					
at commended performance		27	9	0	
Number of students tested		15	11	10	
3. White					
% "Meeting" plus % "Exceeding" State Standard					
at or above standard				91	
% "Exceeding" State Standards					
at commended performance				0	
Number of students tested				11	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
at or above standard	100	89	100	94	
% "Exceeding" State Standards					
at commended performance	20	38	44	25	
Number of students tested	40	29	16	16	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards at or above met standards	78	71	61	95	
% "Exceeding" State Standards at commended	20	3	7	22	
Number of students tested	45	31	41	37	
Percent of total students tested	83	78	87	84	
Number of students alternatively assessed	9	9	6	7	
Percent of students alternatively assessed	17	22	13	16	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard at or above met standards	75	77	70	96	
% "Exceeding" State Standards at commended	19	0	1	30	
Number of students tested	36	26	30	27	
2. Black					
% "Meeting" plus % "Exceeding" State Standard at or above met standards	71	58	54		
% "Exceeding" State Standards at commended	14	0	0		
Number of students tested	14	12	13		
3. White					
% "Meeting" plus % "Exceeding" State Standard at or above met standards				100	
% "Exceeding" State Standards at commended				33	
Number of students tested				12	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard at or above met standards	75	81	71	87	
% "Exceeding" State Standards at commended	25	0	18	20	
Number of students tested	24	16	17	15	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/Apr/Jun	Feb/Apr/Jun	Feb/Apr/Jun	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards at or above met standard	100	93	100	86	
% "Exceeding" State Standards at commended	25	10	14	26	
Number of students tested	36	30	37	35	
Percent of total students tested	73	70	86	78	
Number of students alternatively assessed	13	13	6	10	
Percent of students alternatively assessed	27	30	14	22	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	100	100	100	95	
% "Exceeding" State Standards at commended	22	14	15	27	
Number of students tested	27	22	27	22	
2. Black					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	100			71	
% "Exceeding" State Standards at commended	9			29	
Number of students tested	11			14	
3. White					
% "Meeting" plus % "Exceeding" State Standard at or above met standard			100		
% "Exceeding" State Standards at commended			8		
Number of students tested					
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	100	93	100	93	
% "Exceeding" State Standards at commended	17	7	22	29	
Number of students tested	18	14	18	14	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards at or above met standard	71	74	88	90	
% "Exceeding" State Standards at commended	14	16	31	13	
Number of students tested	56	50	32	40	
Percent of total students tested	90	85	82	93	
Number of students alternatively assessed	6	9	7	3	
Percent of students alternatively assessed	10	15	18	7	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	73	67	86	96	
% "Exceeding" State Standards at commended	16	14	27	13	
Number of students tested	44	36	22	23	
2. Black					
% "Meeting" plus % "Exceeding" State Standard at or above met standard		93	73	80	
% "Exceeding" State Standards at commended		13	9	10	
Number of students tested		15	11	10	
3. White					
% "Meeting" plus % "Exceeding" State Standard at or above met standard				82	
% "Exceeding" State Standards at commended				18	
Number of students tested				11	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	78	62	94	100	
% "Exceeding" State Standards at commended	15	17	38	13	
Number of students tested	40	29	16	16	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards at or above met standard	63	65	51	82	
% "Exceeding" State Standards at commended	7	6	5	11	
Number of students tested	46	31	41	38	
Percent of total students tested	85	79	87	86	
Number of students alternatively assessed	8	8	6	6	
Percent of students alternatively assessed	15	21	13	14	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	56	65	53	89	
% "Exceeding" State Standards at commended	3	8	7	14	
Number of students tested	36	26	30	28	
2. Black					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	53	42	46		
% "Exceeding" State Standards at commended	0	0	0		
Number of students tested	15	12	13		
3. White					
% "Meeting" plus % "Exceeding" State Standard at or above met standard				83	
% "Exceeding" State Standards at commended				8	
Number of students tested				12	
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	61	81	65	88	
% "Exceeding" State Standards at commended	13	13	12	19	
Number of students tested	23	16	17	16	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/Apr/Jun	Feb/Apr/Jun	Feb/Apr/Jun	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards at or above met standard	100	100	97	89	
% "Exceeding" State Standards at commended	31	43	22	8	
Number of students tested	36	30	37	37	
Percent of total students tested	77	71	88	79	
Number of students alternatively assessed	11	12	5	10	
Percent of students alternatively assessed	23	29	12	21	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	100	100	96	87	
% "Exceeding" State Standards at commended	37	41	22	4	
Number of students tested	27	22	27	23	
2. Black					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	100			79	
% "Exceeding" State Standards at commended	9			7	
Number of students tested	11			14	
3. White					
% "Meeting" plus % "Exceeding" State Standard at or above met standard			100		
% "Exceeding" State Standards at commended			8		
Number of students tested					
4. Hispanic					
% "Meeting" plus % "Exceeding" State Standard at or above met standard	100	100	94	100	
% "Exceeding" State Standards at commended	44	50	39	7	
Number of students tested	18	14	18	14	