

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. Martha Ann Skelton

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

Official School Name Schulenburg Elementary

(As it should appear in the official records)

School Mailing Address 300 Bucek

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

Schulenburg

Texas

78956-1113

City

State

Zip Code+4(9 digits total)

County Fayette

State School Code Number* 075-903-102

Telephone (979) 743-4221

Fax (979) 743-4864

Web site/URL www.schulenburg.txed.net

E-mail martha.skelton@schulenburg.txed.

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 Dr. Dale L. PittsEd.D.

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

District Name Schulenburg ISD

Tel. (979) 743-3448

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 Mr. Leon John Langhamer

(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: _____ 1 Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ High schools
 _____ 1 Other
 _____ 2 TOTAL
2. District Per Pupil Expenditure: _____ 7015
 Average State Per Pupil Expenditure: _____ 7466

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 area
 Rural
4. _____ 15 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
Pre K	21	22	43	7			0
K	23	27	50	8			0
1	31	26	57	9			0
2	25	26	51	10			0
3	29	30	59	11			0
4	30	28	58	12			0
5	19	17	36	Other			0
6	32	21	53				
TOTAL STUDENTS IN THE APPLYING SCHOOL							407

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 21 | % Asian or Pacific Islander |
| 28 | % Black or African American |
| 50 | % Hispanic or Latino |
| 50 | % 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 16 %

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	37
(2)	Number of students who transferred from the school after October 1 until the end of the year	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	67
(4)	Total number of students in the school as of October 1	407
(5)	Total transferred students in row (3) divided by total students in row (4)	0.16
(6)	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: 12 %
- | | |
|----|---|
| 48 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 238

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: $\frac{9}{35}$ % Total Number of Students Served

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

<u>0</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>8</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>24</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

	Number of Staff	
	Full-time	Part-time
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>41</u>	<u>1</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 $\frac{18}{1}$: 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	98 %	98 %	98 %	97 %
Daily teacher attendance	98 %	97 %	96 %	98 %	97 %
Teacher turnover rate	0 %	3 %	5 %	5 %	3 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Student and teacher attendance rates are very similar.

PART III - SUMMARY

When the first Schulenburg Public School opened in 1900, students had to enter over a step-stile opening in a wire fence needed to keep horses and cattle away. The present facility built in 2004 is far removed from the original building, but the philosophy of the school remains the same. Schulenburg Elementary School's goal, as stated by its principal in 1953, 'Schulenburg's traditional requirement is that a person must excel wherever his ability lies,' has not diminished with time.

Schulenburg Elementary School students still live in a rural setting surrounding a town with a population of fewer than 2,700 citizens. Per pupil funding and teacher-student ratios are significantly disparate from the school's academic record. With over 58% of the student body qualifying for free or reduced meals, and a demographic far different from the original German and Czech settlers, Schulenburg Elementary School has attained a Texas Education Agency rating of Recognized or Exemplary for every year of the current testing system.

Schulenburg Elementary teachers have been dedicated to the precepts of No Child Left Behind since a time before the Act existed. The faculty, staff and administration strive to improve the academic achievement of all students, including the economically disadvantaged, immigrant and limited English proficient children, and those with special needs. It is a tradition of the city of Schulenburg, which itself translates to 'School Town,' that the school system is responsive to and predictive of local needs, ensuring that parents feel secure in knowing that their children are cared for and encouraged to excel.

This attitude is exemplified in both the Schulenburg Elementary motto of 'I CARE!' as well as in the school's proclaimed vision of 'Positive children in a safe, caring school environment.' The school has instituted the Positive Behavior Support System, a program sponsored by specialists at the Region XIII Education Service Center in Austin, Texas in which all personnel assume the care of all students. Students and adults demonstrate respect and cooperation in every aspect throughout the day from the time they arrive on campus until they leave at the end of the day. Every child and teacher is provided a morning meal through the Breakfast in the Classroom program, thereby ensuring that everyone enters the day equipped to achieve. Children begin the school day with pledges to the American and Texas flags, as well as by reciting the school motto: 'I am part of Schulenburg Elementary. I care! I am cooperative, caring and courageous. I have an awesome attitude. I am respectful and responsible. I am eager to learn.' Schulenburg Elementary students exemplify the conviction that when the behavioral atmosphere is secure, academic success will naturally follow.

Schulenburg Elementary School's parents, as well as community organizations, are also involved with helping students prepare for success. The school hosts Family Reading Nights, Book Fairs, 'Making Fast Tracks,' 'I Care! Week' for families, as well as encouragement to participate in service activities benefiting the local food bank, veterans' organizations and active-duty military. A local philanthropic organization, The Stanzel Foundation, regularly provides funding for health and fitness awareness programs, as well as endowing both technological and artistic and cultural programs at the school. Local doctors present an annual 'Healthy High' program to teach children skills for achieving and maintaining life-long health. Senior citizens donate time to be 'Granny Readers' for younger children, and both adult Americorps volunteers and high school Peer Assistance and Leadership Students (PALS) provide tutoring for all grade levels.

In 2008 some Schulenburg students still perform agriculture related chores before they come to school but, unlike their predecessors of 1900, the same students move effortlessly through a technological, artistic and academically stimulating school day before returning home. Regardless of individual circumstances, the students, staff and administration of Schulenburg Elementary School have moved into the twenty-first century without forgetting the mandates of the past.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As mandated by the 76th Legislature in 1999, the Texas Assessment of Knowledge and Skills (TAKS) has been administered since the 2002-2003 school year. The TAKS is a criterion-referenced test, which is given annually and measures a student's mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS) at the elementary level in Grades 3 through 6 in Reading and Math, Grade 4 in Writing, and Grade 5 in Science. The TAKS was developed to reflect good instructional practice and to accurately measure student learning. The TAKS program was developed, in coordination with the TEKS, to be vertically aligned in order to ensure that the TAKS tests would become more rigorous as students moved from grade to grade. In years past, special education students could be tested using the State Developed Alternative Assessment (SDAA). TAKS now includes forms called TAKS (Accommodated), TAKS-Modified (TAKS-M), and TAKS-Alternative designed for special education students who meet specific eligibility criteria. Participation in these specially designed assessments is a decision made by the student's Admission, Review and Dismissal (ARD) committee. Individual student performance on TAKS is measured using scaled scores. To be considered as having a sufficient understanding of grade level knowledge and skills, students must attain a scaled score of 2100. Commended performance is attained when a student receives a scaled score of 2400. This level of performance is well above the passing standard and is in the range of highest academic achievement. Also enacted by the 76th Legislature was the Student Success Initiative (SSI), whose goal is to ensure that all students receive what they need to be academically successful in reading and mathematics. A component of SSI requires elementary students to pass TAKS reading in Grade 3 to be promoted; students in Grade 3 and 5 must pass TAKS reading and math to be promoted. Students are given three opportunities to meet the passing standards. The accountability rating is based on students passing the first two administrations. The Texas Accountability Rating System rates elementary schools as Exemplary, Recognized, Academically Acceptable or Academically Unacceptable based on the percentage of all students and subpopulations meeting passing rates in each subject area. In years past, special education students who took the SDAA also needed to meet the same passing standards in the tested subject areas. Exemplary campuses are required to have a 90% passing rate for all students; Recognized campuses are required to have a 70% passing rate; Academically Acceptable require a 50% passing rate. Schools with high rates of Commended Performance in each subject area are awarded Gold Performance Acknowledgements (GPA) by the Texas Education Agency.

In 2005, Schulenburg Elementary School (SES) received an Accountability Rating of Exemplary, with Gold Performance Acknowledgments in reading, writing, and science. SES was recognized for comparable improvement in the areas of reading and math. Comparable Improvement calculates changes in student performance on the TAKS in reading and math and compares those changes to the 40 most demographically similar schools in the state. The 2006 Accountability rating received by SES was Recognized, with Gold Performance Acknowledgments in the areas of reading, writing, math, and science. Comparable improvement was recognized in both math and reading. The 2007 SES Accountability rating was Recognized, with Gold Performance Acknowledgements in attendance, reading, writing, and science. For the third year in a row, SES was recognized for comparable improvement in math and reading. Overall TAKS scores for the past three years have consistently been 90% and above in both reading and math, with scores in 2007 of 95% in math and 96% in reading. In 2007, 92-97% of Hispanic, Limited English Proficient and Economically Disadvantaged students passed the reading test, while 89-93% of Hispanic, Limited English Proficient, African American and Economically Disadvantaged students passed the math test. Additional assessment information may be viewed at the Texas Education Agency web site: www.tea.state.tx.us/studentassessment.

2. Using Assessment Results

Schulenburg Elementary uses a wide variety of assessment instruments to assist in guiding instruction to meet individual student's instruction needs. TAKS data analysis is done by elementary staff to determine individual student areas of strengths and weaknesses, to design

specific instructional programs to target student improvement in needed areas and to develop plans for necessary professional development. The Texas Primary Reading Inventory (TPRI) is administered three times a year to students in grade K-2 to track student academic gains. Results from TPRI are used when making decisions regarding curriculum and in determining intervention programs in the areas of phonemic awareness, word reading, and reading fluency. Scores from TPRI also assist in determining at-risk student enrollment in the Academic Associates Reading Center, an advanced reading program, which teaches students to read new and unfamiliar words, plus advanced techniques for learning spelling and comprehension. Key Math has also been administered in grade 2 to help plan classroom and individual strategies for performance improvement. Grades 3-6 are benchmark-tested three times a year using grade-level released TAKS tests in reading and math. Scores are tracked using ADM-Scan, a software program that gives specific performance data for individual students in each TAKS objective area. ADM-Scan provides a summary on each student's level of performance overall, as well as information on each question answered, whether it was correct or incorrect, the skill/standard that each question assessed, and recommendations for more help and study on missed questions. This information assists teachers in developing skills-specific lessons, assists in determining reteach strategies, and aids in securing materials to address areas of needed skills improvement. STAR Early Literacy, Reading and Math, which are Renaissance Learning assessment programs, are administered four times each year, and data from these assessments are used to track improvement by grade, as well as by individual student, and to help determine which students are to be included in intervention and tutorial programs.

3. Communicating Assessment Results

One of Schulenburg Elementary School's belief statements reads, 'We value parents and the community as equal partners with our school. Parent involvement and student learning are closely related. We will keep parents informed.' SES sends progress reports every three weeks, with report cards going home at the end of each nine weeks. At the end of each school year, parents are sent the School Report Card, which is distributed by TEA and provides statistical data on SES's school performance on TAKS for the current year. Each spring, shortly after receiving TAKS scores, the Confidential Student Reports on individual students are sent home with an accompanying cover letter that explains the report results and recommends conferencing with the teacher to discuss student performance. Phone calls, personal notes and parent-teacher conferences are also used. Students' academic accomplishments are announced at the end of each nine-week grading period during an Awards Assembly, to which relatives and friends are invited to celebrate individual and group successes. Student accomplishments, as well as TAKS results, are consistently provided to local newspapers and radios for publication/announcement. Schulenburg ISD's website also provides a link to TEA where the School Report Card and TAKS results can be viewed. Teachers discuss TAKS results with students on an individual basis and areas of strengths and weakness are discussed and plans are begun to address needed areas of improvement. TPRI scores for all three administrations are sent home to parents in the end of year student report cards. Pre-Kindergarten and Kindergarten teachers provide skills check summaries to inform parents of yearlong progress. STAR Early Literacy, STAR Reading and STAR Math scores for all four administrations are also distributed to parents in the end of year school report card envelopes. Accelerated Reading and Accelerated Math folders are sent home throughout the year; each folder provides up-to-date grade levels equivalencies in reading and math.

4. Sharing Success:

SES regularly corresponds with educators from other school districts to share information regarding programs we have implemented, hoping that other schools will be able to use our data to put their own successful programs into action. School involvement in Positive Behavior Support (PBS), a program of universal strategies to teach and reinforce correct behaviors, has brought interest and visits from other school districts. Our PBS core team has been invited to do a presentation on our local program at a conference sponsored by Region XIII Service Center that will provide information to school districts area and statewide. Our school's successful involvement in Schulenburg Weimar In Focus Together (SWIFT) program has sparked interest from many districts that have requested information that we have willingly shared. SWIFT components include Healthy High/Health Choices, which involves students, parents, and the school in a partnership of making healthy life style choices, Parents as Teachers (PAT), which is an early childhood parenting education and family support program and Boy's & Girl's Club of America (BGCA), which is an after school program that grew out of our locally developed school program. SWIFT programs are shared with public and private schools in the Schulenburg-Weimar area. The SWIFT program has garnered state and national awards, which provides a

large stage for telling others about this local success. PAT representatives have done presentations at regional meetings, providing information to other school districts and outside agencies. School and individual student successes are announced on area radio stations and published in area newspapers, and the school website offers a contact link for other school communities. We have shared extensively with Weimar Elementary School, which is a neighboring school that is demographically similar to SES, and with the private schools in both Weimar and Schulenburg. These schools are included in our school's drug education, fire prevention, and Art Guild of Rural Texas programs. Our teachers share curriculum and instruction information and ideas with our area schools and assist in mentoring former students who are first-year teachers in neighboring communities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Schulenburg Elementary School curriculum vision truly reflects the great work ethics of this small but proud community. All school personnel are committed to the success of our children and share responsibility in their quest for excellence in all school experiences. Creative problem-solving sessions help to identify curriculum areas that need special attention. We incorporate research-based solutions, which are delivered by departmentalized staff in a block schedule of ninety minutes every day. Frequent vertical subject and grade-level alignment meetings provide data, along with testing results, to make relevant curriculum decisions.

Reading is at the core of Schulenburg's academic program, which aligns curriculum, assessment, instruction and organization to provide a comprehensive, coherent structure for teaching and learning. It reflects the integrated nature of a balanced literacy program. The elementary reading program emphasizes whole language and phonics-based instruction. It is a spiraling program that encompasses writing across the curriculum in all grade levels. The Reading Associates phonics-based instruction program is used in Pre-Kindergarten, Kindergarten, and first and second grade classes for all students, and continues through sixth grade for struggling readers. Literature, with its rich language, is emphasized in the upper grades to promote a life-long love of reading. Vocabulary needed for success in all academic endeavors, and in assessments, is stressed.

Reading and comprehending math language in word problems and directions, along with mastering computation, is the impetus behind Schulenburg's latest math curriculum decisions. Teachers use a variety of TEKS-based materials, including Renaissance Learning's 'Accelerated Math' and 'Math Facts in a Flash,' as well as a multitude of concept-directed manipulatives and teacher-made outlines filled with math vocabulary. The math department's goals are to foster the love of math by having students learn both from their daily successes and mistakes. Students are required to use correct math terminology in their descriptions, analyses and solutions of real-world problems.

The scientific method drives Schulenburg's hands-on approach to investigations aimed at helping children answer the 'hows' and 'whys' of our natural world. Outdoor labs at the neighboring aquatic habitat, take-home horticulture experiments, indoor lab experiments, as well as summer 'Science Camp' for incoming fifth graders are just a few of the real-life activities enjoyed by engaged young scientists. Consistent and abundantly appropriate language is used by all-level science teachers to aid in the goal of effective comprehension of science literature and the many alternate scientific resources such as Super Science, Time for Kids, Great Body Shop and 'FOSS' kits.

The goal of Schulenburg's social studies curriculum is to have students learn from the past, live in the present, and prepare for the future. As George Santayana said, 'Those who do not learn from history are doomed to repeat it.' Class field trips are chosen because of their relevance to a social studies or science related topic. The SA³ Club (Science, Social Studies), consisting of fifth and sixth graders, provides students early service and social experiences, including fund raisers, as well as field trips and dances, culminating with trips to Washington, D.C. in alternating years.

All students attend weekly music classes to foster an appreciation of diverse music genres. The fifth and sixth graders are given the opportunity to join and perform in the Schulenburg Elementary Band. The Stanzel Foundation provides funding for the Art Guild of Rural Texas, which brings dancers, musicians and singers from professional venues to perform for all of our children. Visual art projects and contests are part of Character Education, where each child's uniqueness and strengths are valued. The Houston Livestock Show and Rodeo Art Contest provides awards and prizes as well as professional art lessons. Students in all grade levels attend daily physical education classes. Objectives and activities promote diet, hygiene, body awareness and coordination to aid in lifetime fitness, heart health, injury care, sport rules and sportsmanship.

2a. (Elementary Schools) Reading:

Schulenburg Elementary School firmly believes that an early introduction to great literature is the key to success and to the development of a strong literacy foundation. Classrooms from Pre-Kindergarten through sixth grade, as well as the centrally located school library, display an abundance of literature to excite students in their journey to become lifelong readers. The Academics Associates Reading Program is utilized in Pre-Kindergarten through the second grade, and continues in grades three through six when more skill development is necessary. This program is heavily phonics-based, teaching students how to attack every word they will ever encounter. Because of the different learning styles of our student population, whole language instruction is also utilized.

Reading comprehension, vocabulary development, reading response, literary concepts and fluency building are the focus in grades three through six. Students interact with whole class instruction, cooperative groups, and individual research and report writing. All students utilize the computer lab to further enhance skill development and enrich learning.

Students in all grade levels participate in many exciting activities throughout the school year revolving around reading themes: Pajama Reading Party, Family Reading Night, Author visits, Book Fair with Family Event and National Children's Book Week. 'National Young Readers Day' and 'Read Across America Day' are celebrated. Students in grades four through six also are involved in the Texas Bluebonnet Reading Program, which encourages students to read more books and explore a variety of current books, develop the powers of discrimination and be involved in a voting process as they select their favorite book. The 'Book-It' Program, sponsored by Pizza Hut, also encourages students to set a monthly goal for reading. Students receive rewards and recognition for achieving their predetermined 'Accelerated Reader' goals. It is the belief of Schulenburg Elementary that all teachers are teachers of reading.

3. Additional Curriculum Area:

Emphasis on math success at an early age is based on a curriculum that goes beyond the TEKS in developing number sense in the early grades by use of a very visual format including centers and manipulatives in such programs as 'Move-It Math,' 'Math Their Way' and 'Gourmet Math.' An ordinary 'ten-frame' is used extensively to help young children readily recognize and understand the value of numbers, especially zero through ten. This device assists children in learning counting principles and helps them memorize basic facts and comprehend basic number concepts. Renaissance Learning's program, 'Math Facts in a Flash,' provides daily drill in computation, including speed drills for reducing fractions, and converting decimals to percents and fractions. The immediate feedback from this program and another Renaissance Learning program, 'Accelerated Math,' gives students a way to self-evaluate their work effectively and provides the extra practice needed for math concept and vocabulary retention throughout the year.

Math teachers share a love of math and strive to share their enthusiasm with all students. Quarterly award ceremonies include computation awards and the coveted 'Hot Chihuahua' or 'Top Dog' awards for grade-level appropriate goals. Anyone who works diligently can be awarded these top honors. Other reward systems are also in place, including monetary and banking programs with shopping or auctions as prizes. These systems offer exciting and valuable real-life financial lessons. A favorite summer program is a classroom restaurant in which students participate by measuring and sewing aprons and engaging in role-playing activities, such as waiters taking orders and correctly calculating the bill, and customers paying and tipping.

4. Instructional Methods:

Schulenburg Elementary uses a variety of multi-sensory teaching methods. Traditionally, the district has provided classrooms with math and science manipulatives, literature and updated technology units. Three science labs are designed so that children can learn through discovery and utilize scientific methods in hands-on experiments to arrive at viable conclusions. Pre-Kindergarten through second grade students make use of subject-area learning centers. Music and art activities are incorporated into all classrooms, with creative art projects covering classroom and hallway walls. Classes in grades one through six are

departmentalized so that individual teacher expertise can be maximized. This arrangement allows for better cross-curriculum communication and vertical alignment. The children in grades three through six are taught by highly qualified teachers in ninety-minute class blocks that allow time for comprehensive lessons. Computer-based 'Accelerated Reader' and 'Accelerated Math' programs allow children to receive immediate feedback on their math skills and reading comprehension while other children are involved in various activities within the classroom.

Teachers use differentiated instruction techniques to address students' learning styles.

5. Professional Development:

Professional development plans for elementary teachers vary with grade level and subject matter and are scheduled based on specific instructional needs. Due to our rural location equidistant from the Region III, Region XIII and Region XX Education Service Centers, teachers attend workshops in all three locations, which give our staff an abundance of inservice choices. Administrators and teachers collaborate to develop specialized and individualized yearly plans, also working with each subject's lead teacher during summer alignment meetings. Plans are coordinated based on student performance records so that student achievement in the coming school year is maximized. The school district provides funding for science teachers to attend the Conference for the Advancement of Science Teaching (CAST) during the fall and for math teachers to attend the Conference for the Advancement of Math Teaching (CAMT) each summer. Paraprofessionals also attend these state conventions. Additionally, teachers participate in the Cheryl Cox Multi-Discipline Training sessions. These conferences and training sessions provide strategies to make best use of instruction and increase students' acquisition of skills. When SES implemented a school-wide Positive Behavior Support (PBS) program, professional development training was provided to core team members during the summer break, with school-wide training on PBS beginning in August and continuing throughout the school year. Further training involved 'CHAMPS' and 'Dealing with Difficult Students.' It has been statistically proved that reducing behavioral problems increases student performance and application of the strategies of PBS has helped us maintain our high expectations for academic excellence. Staff members attending staff development programs are called on to come back to campus to present mini-workshops to share 'best practices' techniques with the staff, which can then be quickly applied in the classroom setting.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Texas Assessment of Knowledge and Skills
 Edition/Publication Year 2003-2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	98	97	100	100	100
% "Exceeding" State Standards					
Commended Performance	31	35	38	28	33
Number of students tested	51	37	45	29	48
Percent of total students tested	100	97	90	91	94
Number of students alternatively assessed	0	1	5	3	3
Percent of students alternatively assessed	0	3	10	9	6
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	93				
% "Exceeding" State Standards					
Commended Performance	14				
Number of students tested	14				
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100				100
% "Exceeding" State Standards					
Commended Performance	31				29
Number of students tested	16				14
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	100	100	100	100
% "Exceeding" State Standards					
Commended Performance	43	52	53	35	43
Number of students tested	21	21	30	17	28
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	97	95	100	100	100
% "Exceeding" State Standards					
Commended Performance	15	29	26	20	29
Number of students tested	33	21	19	15	21

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	86	76	96	97	100
% "Exceeding" State Standards					
Commended Performance	28	29	21	13	19
Number of students tested	51	38	45	30	48
Percent of total students tested	100	100	90	91	94
Number of students alternatively assessed	0	0	5	3	3
Percent of students alternatively assessed	0	0	10	9	6
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	71				
% "Exceeding" State Standards					
Commended Performance	7				
Number of students tested	14				
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	88				100
% "Exceeding" State Standards					
Commended Performance	19				21
Number of students tested	16				14
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	95	77	97	94	100
% "Exceeding" State Standards					
Commended Performance	48	32	30	18	21
Number of students tested	21	22	30	17	28
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	85	76	94	93	100
% "Exceeding" State Standards					
Commended Performance	18	24	6	7	24
Number of students tested	33	21	18	15	21

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	87	100	94	98	92
% "Exceeding" State Standards					
Commended Performance	32	27	39	34	32
Number of students tested	37	44	31	47	38
Percent of total students tested	95	88	91	92	88
Number of students alternatively assessed	2	6	3	4	5
Percent of students alternatively assessed	5	12	9	8	12
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard					
% "Exceeding" State Standards					
Commended Performance					
Number of students tested					
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard				100	
% "Exceeding" State Standards					
Commended Performance				21	
Number of students tested				14	
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	95	100	94	96	100
% "Exceeding" State Standards					
Commended Performance	33	36	39	43	50
Number of students tested	21	31	18	28	22
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	76	100	100	95	85
% "Exceeding" State Standards					
Commended Performance	29	18	35	24	25
Number of students tested	21	17	17	21	20

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	95	89	94	98	95
% "Exceeding" State Standards					
Commended Performance	38	36	29	25	16
Number of students tested	37	44	31	48	38
Percent of total students tested	95	88	91	94	88
Number of students alternatively assessed	2	6	3	3	5
Percent of students alternatively assessed	5	12	9	6	12
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard					
% "Exceeding" State Standards					
Commended Performance					
Number of students tested					
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard				100	
% "Exceeding" State Standards					
Commended Performance				36	
Number of students tested				14	
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	95	87	94	100	100
% "Exceeding" State Standards					
Commended Performance	38	39	33	24	14
Number of students tested	21	31	18	29	22
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	95	100	100	95	90
% "Exceeding" State Standards					
Commended Performance	33	41	18	29	20
Number of students tested	21	17	17	21	20

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb/April	Feb/April	Feb/April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	98	97	100	95	82
% "Exceeding" State Standards					
Commended Performance	30	31	26	23	18
Number of students tested	47	29	47	39	49
Percent of total students tested	90	88	90	83	96
Number of students alternatively assessed	5	4	5	8	2
Percent of students alternatively assessed	10	12	10	17	4
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard					80
% "Exceeding" State Standards					
Commended Performance					10
Number of students tested					10
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard			100	90	69
% "Exceeding" State Standards					
Commended Performance			17	20	7
Number of students tested			12	10	13
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	100	100	100	89
% "Exceeding" State Standards					
Commended Performance	33	41	33	30	27
Number of students tested	33	17	30	23	26
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	95	93	100	94	83
% "Exceeding" State Standards					
Commended Performance	20	21	6	6	17
Number of students tested	20	14	16	16	30

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	100	97	98	95	98
% "Exceeding" State Standards					
Commended Performance	56	52	44	20	20
Number of students tested	46	29	48	40	50
Percent of total students tested	88	88	92	85	98
Number of students alternatively assessed	6	4	4	7	1
Percent of students alternatively assessed	12	12	8	15	2
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard					100
% "Exceeding" State Standards					
Commended Performance					0
Number of students tested					10
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard			100	100	77
% "Exceeding" State Standards					
Commended Performance			58	20	8
Number of students tested			12	10	13
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	100	100	100	96
% "Exceeding" State Standards					
Commended Performance	61	59	45	26	33
Number of students tested	33	17	31	23	27
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	93	94	88	97
% "Exceeding" State Standards					
Commended Performance	53	40	38	12	17
Number of students tested	19	15	16	17	30

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	100	100	100	94	100
% "Exceeding" State Standards					
Commended Performance	83	58	55	44	24
Number of students tested	36	49	42	48	38
Percent of total students tested	95	96	91	94	81
Number of students alternatively assessed	2	2	4	3	9
Percent of students alternatively assessed	5	4	9	6	19
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard				91	100
% "Exceeding" State Standards					
Commended Performance				45	17
Number of students tested				11	12
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard		100	100	100	100
% "Exceeding" State Standards					
Commended Performance		58	46	30	20
Number of students tested		12	11	10	10
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	100	100	93	100
% "Exceeding" State Standards					
Commended Performance	90	63	68	48	31
Number of students tested	20	30	25	27	16
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	100	100	96	100
% "Exceeding" State Standards					
Commended Performance	89	47	31	36	13
Number of students tested	18	15	16	28	16

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Met Standard	100	98	98	94	95
% "Exceeding" State Standards					
Commended Performance	64	63	43	33	26
Number of students tested	36	49	42	48	38
Percent of total students tested	95	96	91	94	81
Number of students alternatively assessed	2	2	4	3	9
Percent of students alternatively assessed	5	4	9	6	19
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard				100	83
% "Exceeding" State Standards					
Commended Performance				9	8
Number of students tested				11	12
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard		100	100	73	100
% "Exceeding" State Standards					
Commended Performance		67	27	18	40
Number of students tested		12	11	11	10
3. White					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	100	96	100	100
% "Exceeding" State Standards					
Commended Performance	75	71	60	50	31
Number of students tested	20	31	25	26	16
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Met Standard	100	93	94	93	88
% "Exceeding" State Standards					
Commended Performance	61	33	24	31	25
Number of students tested	18	15	17	29	16