

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Pete J. Bienski, Jr.

Official School Name: Mumford Elementary

School Mailing Address:
PO Box 268
FM 50
Mumford, TX 77867-0268

County: Robertson State School Code Number*: 198906101

Telephone: (979) 279-3678 Fax: (979) 279-5044

Web site/URL: www.mumford.k12.tx.us E-mail: pbienski@mumford.k12.tx.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Pete J. Bienski

District Name: Mumford ISD Tel: (979) 279-3678

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Anthony Scamardo

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 2 | TOTAL |

2. District Per Pupil Expenditure: 5340

Average State Per Pupil Expenditure: 10162

SCHOOL (To be completed by all schools)

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

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 32 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	29	48	77	7			0
K	24	15	39	8			0
1	26	17	43	9			0
2	17	25	42	10			0
3	19	23	42	11			0
4	18	14	32	12			0
5	12	18	30	Other			0
6	16	14	30				
TOTAL STUDENTS IN THE APPLYING SCHOOL							335

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
13 % Black or African American
52 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
35 % White
 _____ % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1.	323
(5)	Total transferred students in row (3) divided by total students in row (4).	0.130
(6)	Amount in row (5) multiplied by 100.	13.003

8. Limited English proficient students in the school: 19 %

Total number limited English proficient 64

Number of languages represented: 2

Specify languages:

Spanish and Vietnamese

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 27

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>	<u>2</u>
Classroom teachers	<u>16</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff	<u>0</u>	<u>2</u>
Total number	<u>22</u>	<u>10</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	96%	97%	96%	97%
Daily teacher attendance	96%	97%	97%	96%	96%
Teacher turnover rate	13%	20%	23%	20%	40%

Please provide all explanations below.

Teacher turnover rate is higher than 12% due to several reasons. We are a rural school district and most of the teachers live in communities about 25 miles from Mumford, therefore they commute approximately 50 miles a day. Teachers leave our school when they find work closer to their homes. Also, many of our teachers have spouses who are attending graduate school at Texas A&M University and move to other locations upon their graduation.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Mumford Elementary and Mumford School have a long history of dedication to high academic standards and a rich tradition of valuing the education of its youth. The town of Mumford, located in rural Robertson County and founded in 1867, once was populated with more than 500 residents and supported many businesses. Currently it has only about 100 citizens; a gin, post office and school comprise the only businesses.

Mumford School's profound history and its dedication to continued growth over the years are two of the aspects which make it such a unique place. Established in 1917 by Lilian Welch Collier, the first school in Mumford was actually a two-teacher school. The status of Mumford Independent School District was achieved in 1925. In 1976 when the current superintendent/principal started serving Mumford School, there were 90 students in grades kindergarten - eighth and a faculty of five. Noteworthy growth of the school commenced in 1985 with the inception of a pre-kindergarten program. Then in 1999, a ninth-grade was added, and a commitment was made to add a grade-level each year until a twelfth- grade was realized. While the school was expanding in grade levels, simultaneously it was creating a buzz about being a "terrific little school right in the middle of a cotton patch"; this prompted an increase of families from area communities wanting their children enrolled. In 2000 Mumford School was separated into two campuses: a high school (7th grade and up) and elementary (pre -k through 6th). Mumford School has witnessed great change in facilities. That which began as one school building in 1925 grew to a four building complex for the entire school district; none of the current buildings were constructed prior to 1997. There are two gyms, two cafeterias, and four computer labs which are shared by students of both the high school and the elementary. Both campuses are located together and share many of the same staff and all the same administrative personnel. Mumford Elementary today consists of 335 students and 19 teachers. Its population is comprised of 79% of the students being economically disadvantaged and 19% being limited English-proficient. We have a diverse student ethnic composition of 51% Hispanic, 35% White and 13% African-American.

Sharing the same administration and buildings is another unique feature of Mumford Elementary as it provides the school a familial environment and a sense for the students that they belong to something bigger than themselves. There are several programs which we offer to our younger students to help instill school pride and allow them the opportunity to interact with and learn from the older students. Thus, when the elementary students make the transition to high school, the change is not as overwhelming and intimidating as it could have been, and there is a feeling of consistency. As in any family structure, communication is a valuable resource. Mumford Elementary espouses an environment where parents, teachers and administration work together as partners; communication is the key to student success. There is an open door policy that administration has with all the staff and parents. The staff at Mumford Elementary is extremely supportive and has high expectations for every student. The school motto "Academic Excellence" is instilled in everyone who works with the students at Mumford. The familial environment not only makes Mumford a great place for students, but for staff as well. There is a true sense of teamwork and cooperation that occurs among the staff. Communication between staff and administration is of high importance to the success of the students; the administration listens and values the opinions and the needs of its staff.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In 1999 the 76th Legislature implemented the Texas Assessment of Knowledge and Skills (TAKS), and it has been administered since 2002-2003. The TAKS is a criterion referenced test which is given yearly to measure a student's knowledge of the state mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Different grade levels test different subjects, as specified by the Texas Legislature, beginning in the third grade. In grades 3 through 6 all students test in reading and math, also grade 4 takes a writing test, and grade 5 adds science. The performance levels for meeting the standards are set by the state. All students must take a state assessment; TAKS now includes forms called TAKS Accommodated, TAKS Modified, and TAKS Alternative designed for special education students who meet specific eligibility criteria. The type of test a special education student is administered is decided upon by the student's Admission, Review and Dismissal (ARD) committee. Individual student performance on TAKS is measured using scaled scores. To be considered as meeting grade level standards a student must make a scale score of 2100. A child who earns a scale score of 2400 receives Commended Performance, which means his/her level of performance is well above the passing standard and is the highest academic achievement.

The Texas Education Agency (TEA) annually determines ratings for schools based on a campus' percentage of all students and subpopulations which meet passing standards in each subject area on the TAKS. The accountability ratings that are assigned to school campuses are Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. Campuses must have 90% mastery on each TAKS assessment to be rated as Exemplary and 75% - 89% mastery is rated as Recognized. Performances of 70% - 74% in reading, 50% - 74% in mathematics, 65% - 74% in writing, and 45% - 74% in science are considered Academically Acceptable. Performances which receive percentages lower in any subject area than those noted above are classified Academically Unacceptable. Schools with high rates of Commended Performance in any subject area are also awarded Gold Performance Acknowledgements by the TEA.

Mumford has a history of exceeding the standards set by the state. Mumford Elementary has received the highest rating allowed, having been named Exemplary for the last three consecutive years. Mumford Elementary, as seen in the data table, has maintained high passing rates in each grade and in each subgroup. When reviewing the data, one can observe a significant improvement in the number of commended performances received by the students. For instance in 6th grade math, commended performance percentages increased from 13% in 2003-04 to 63% in 2007-08. This trend is true in all grades levels (3rd -6th) in both math and reading. This is a great accomplishment, and is a school goal toward which we have been working. In addition, the average scale score of Mumford students has been on the rise over the last five years. Due to this, Mumford Elementary has increased the number of Gold Performance Acknowledgments the campus has received. For the last two years Mumford Elementary received Gold Performances in all the subject areas tested in grades 3rd -6th (math, reading, writing, and science). In analyzing the data per subgroup, one can see our school's success with all student subpopulations. All groups (low socio-economic, African-American, and Hispanic) have maintained high passing rates on TAKS. The data shows that Mumford's high expectation of students' performances and the strong belief that all students can learn and be successful is holding true. Additional assessment information may be viewed at the Texas Education Agency web site: www.tea.state.tx.us/studentassessment .

2. Using Assessment Results:

Mumford Elementary evaluates and analyzes the test data in a variety of ways to identify weaknesses and strengths of students and/or teachers and to evaluate our curriculum and scheduling design. Being flexible and adapting to the needs of our students increases their opportunities for success. We evaluate each student's scores individually to detect his/her greatest weaknesses and then provide opportunities to re-teach the

students in their targeted areas of concern. This is done in small group instruction after school, through in-school tutorials, or in an extended summer program. Also, teachers review scores to self-evaluate their teaching and to make adaptations, if needed. The school uses the data to evaluate grade level curriculum, staff development topics and schedule options. For instance: when writing scores were a concern, we implemented more staff development in writing, added more time to writing classes and began keeping student writing portfolios.

Mumford Elementary uses not only TAKS but other assessment instruments to assist in evaluating individual student's needs. In grades K - 2nd the Texas Primary Reading Inventory (TPRI) is administered three times a year to monitor student progress in reading. Results from TPRI are used when determining remediation programs in the areas of phonemic awareness, word reading, and reading fluency. Grades 3-6 are benchmark-tested several times a year using grade level released TAKS tests, and the Iowa Test of Basic Skills Achievement (ITBS) test is given at the end of the academic year. This information assists teachers in preparing objective-specific instruction and materials to meet the students' academic needs. Using all of the assessment data in conjunction with our teachers working together; meeting weekly within grade levels to share ideas and teaching plans; and meeting to plan vertically for consistency in covering skills have proven to be helpful in meeting academic challenges.

3. Communicating Assessment Results:

Mumford Elementary understands that parent and community communication and support are two of the most valuable assets that a school can possess. Each Monday, a school bulletin is sent home with each student and posted on our website www.mumford.k12.tx.us ; the bulletin includes information and dates on upcoming events at school. Also, on Mondays each student takes home his/her "Monday Night Folder" which includes: communications from teachers, students' weekly assignments, report cards at the 3 and 6 week's period and all other important school information. These folders are to be signed by parents and returned to school. Each year, after the school receives TAKS scores, the Confidential Student Reports of individual students are sent home in this folder, accompanied by an explanation of the results. Should parents wish to meet with teachers or administration regarding results, information is dispensed in that regard, also. The faculty and administrative staff are readily available for explanations and assistance interpreting assessment information. District-scheduled parent-teacher conferences are required when students are not performing at level, and parents may request a conference at any time. Teachers discuss TAKS results (areas of strengths and weaknesses) with students on an individual basis. Intervention plans are coordinated and explained to address needed areas of improvement. The Academic Excellence School Indicator (AESI) is available to all parents online, and a more comprehensive School Report Card, distributed by TEA with statistical data on school performance on TAKS, is sent home on an annual basis along with definitions for interpreting the information. There is a "Meet the Teacher Night" at the beginning of the school year as well as an Open House about one month after school has begun. These functions provide classroom expectations and procedural information. Mumford ISD's website also provides a link to TEA where the School Report Card and TAKS results can be viewed.

4. Sharing Success:

Mumford Elementary believes in giving back not only to the community but to other school districts in the local area and the state. At the heart of any school is the desire to teach, to pass on knowledge and to help others learn and grow from its own experience; that is what education is all about. So, when Mumford began to experience success, there was a desire to "pass along" that achievement to other schools and to help those interested in learning about those attributes which seemed to be working and contributing to the success. Mumford Elementary has been contacted by several area schools to discuss assistance we could give in areas such as: student discipline, technology programs, scheduling ideas, and staffing concerns. In addition, other schools have spoken to our school administrator seeking advice on financial considerations such as the building of new facilities and maintenance issues. Mumford has earned a number of high academic ratings

from the TEA in recent years, and, due to that standing has been asked by Region IV Service Center to identify some of the campus' "best practices" that lend to the school's success. Mumford, along with other high-performing schools in the area, has been a contributor to this program; the information gathered is compiled and distributed to administrators at the Regional Fall Administrative Conference. Also, Mumford Elementary has been working with the Education Department at Texas A&M University. Texas A&M students who are studying to be teachers are paired with Mumford teachers who serve as mentors to the students who spend a semester at our school to observe teaching techniques. While Mumford will continue to help and be of service to anyone in the education field, we ourselves will continue to learn, so that we may promote the importance of continued growth and life-long learning.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Texas Essential Knowledge and Skills (TEKS) are the guiding principles of our curriculum for each subject area that is taught at Mumford Elementary. All teachers, in vertical-content meetings are committed to the success of our children and share responsibility in analyzing the TEKS and forming a continuum of learning from year to year. Each teacher understands the expectations of what the students should know coming into the classroom and what they should master before they can advance to the next grade. Using the TEKS as guides, teachers are allowed to use their creativity to mold and shape their content/grade level TEKS in a manner which best enables every child to be successful. The school operates in block schedule format to give additional time to core content area. The goal at Mumford Elementary is to help create a well rounded youth; meeting the challenge of educating them socially, academically, physically and artistically.

English/Language Arts (ELA) curriculum includes subject areas of reading, grammar /writing, phonics, and spelling. Reading is at the center of Mumford's ELA curriculum, with the lower grade levels focusing on heavy phonics-based instructional programs. All reading classes utilize computer assessments provided by the Accelerated Reader Program. Writing and grammar is an integral part of the ELA curriculum and is implemented through all grades. Students are taught a variety of writing styles, and consistent grading rubrics are used to assess the students' writing papers. All students are taught and expected to follow the writing process in all styles of writing, and topics are assigned to students to increase interest.

Math curriculum at Mumford teaches students to be problem solvers and logical thinkers and illustrates how math is everywhere and in everyday life. Math is a subject area that continuously builds upon each skill learned and begins with the basis of numerical fluency and place value. Students begin in pre-kindergarten using math in aspects such as patterns, shapes, and calendar activities and progress through the sixth grade learning such things as: ratios to describe direct proportional relationships, geometry, measurement, probability, and working with decimals and fractions.

Science lessons are designed to teach our students how to investigate, observe, and predict; the lessons provide hands-on exploration of the students' surroundings. Our goal is that all students will be able to understand and apply the scientific method to different aspects of their lives, to be critical thinkers, to ask questions, and to seek the answers. Also, students are provided knowledge of physical, earth and life sciences. Our school maintains a science lab for use by all grades.

Through the social studies curriculum, students understand the importance of communities while incorporating history, cultures, citizenship, geography and economics. In lower grade levels, our students learn the value of community and citizenship; they are able to examine how they are a part of a community within their classroom, their school, their town, etc. In fourth grade, students learn in depth about Texas History; fifth grade students study American History; and the sixth grade focuses on World History.

Students in all grade levels attend physical education classes in which the activities promote: healthy living, coordination, sportsmanship, physical fitness and wellness. Fine arts are integrated into classroom instruction; students are able to create crafts and drawings to illustrate their understanding of different lessons. Students demonstrate singing, acting, and dancing through various programs throughout the year. There is a music/band teacher who works with different grade levels; students excelling at playing musical instruments can participate in the Mumford Band. To extend the awareness of fine arts, students may go on field trips though out the year to musical performances, theatrical performances, and on museum visits.

2a. (Elementary Schools) Reading:

At Mumford Elementary, reading is taught during the English -language arts instructional time. Teachers spend 170 minutes a day for ELA, assigning 70 minutes each day for reading and 30 minutes for Accelerated Reading (AR). The purpose of reading instruction is to expand students' vocabulary, build their comprehension and fluency and provide higher-level thinking skills to be successful in all subject areas.

Phonics-based instruction plays a key role in pre-kindergarten - second grade reading. Teachers stress these five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. As the students' progress, reading teachers focus on main objectives such as basic understanding, applying knowledge of literary elements, using strategies to analyze, and applying critical thinking skills. Reading instruction, while guided by TEKS, must be flexible when addressing student needs. Teachers provide research-based instruction and monitor progress using whole group and small group instruction and independent work time. Whole group instruction features teacher-guided lessons; during small group instruction, struggling students are instructed in the areas of need. Independent work time and Accelerated Reading (AR) time allows students to strengthen their individual reading skills. Also, there is additional time during the day and after school for students who are weak readers.

Encouraging students to have a love for reading is important for success and there are several activities and programs implemented to help build this interest. To increase the excitement about reading, novel sets are used in the classrooms, and students are given free books by Reading Is Fundamental (RIF) program. Book fairs are held twice a year with special book characters appearing to "visit" our students. AR plays a large role in our reading program. Each six weeks those who meet a predetermined goal are rewarded with a party, also we have an "AR Carnival" at the end of the year. This is a culminating event which students anticipate and love to attend.

3. Additional Curriculum Area:

Math at Mumford School is heavily emphasized as teachers spend 80 minutes a day on math skills and objectives. Math can be a difficult concept for students to understand, so constant monitoring and assessing of the students is very important. Teacher flexibility and awareness of students' different learning styles and abilities is vital to success. At Mumford our teachers work together to maintain vertical alignment and the continuance of skills from one grade level to the next.

Emphasis on math success at an early age is based on a firm understanding of number sense and numerical value. Manipulatives and "hands-on" learning are essential in early grades as students are beginning to grasp concepts. Teachers and students are physically involved during math instruction as they are learning through: doing, creating, building, examining, exploring, and discovering math objectives. Math teachers must make their classrooms an environment conducive to learning; students are encouraged to ask questions and feel "safe" in being involved with math learning. Teachers guide the students during whole group instruction and in small group formats while students are working with manipulatives. Then students have individual practice on these same skills to show they can apply the knowledge.

Students who are having difficulty are provided additional time during the school day and after school when the teachers can assist students with individual needs. The use of research-based programs and supplemental learning games and activities such as Kamico TAKS Connection activities, Countdown to TAKS, Math Facts in a Flash and Chalkwaves are just some of the programs teachers use to promote the mastering of the math curriculum. The key component of the math curriculum calls for students to learn to be problem solvers, independent thinkers, use logical and deductive reasoning and to link classroom math to the real world.

4. Instructional Methods:

The staff at Mumford understands that every child learns in a unique manner, just as every teacher uses different teaching styles. It is very common that a teacher will have a wide range of academic abilities within his/her classroom. Therefore, teachers must be able to individualize instruction and provide support to the students who are struggling while also providing higher-level thinking challenges to the students who are advanced. We believe in empowering our teachers and allowing them flexibility in their classrooms; this gives them a greater sense of ownership of the curriculum. Mumford Elementary is set up in teaching teams of two teachers per grade from kindergarten - third; one teacher in each grade level focuses on English -language arts and the other teacher is responsible for math, science, and social studies. At the 4th - 6th grade levels, the classes are designed for a block schedule with three teachers working each grade level. One teacher is responsible for English -language arts, one for science/social studies and the other for math. This system of team-teaching enables the individual teacher to focus on his/her subject area and increases the expertise in that area. Teachers within each grade level share the same conference/preparation period, so that they can plan and discuss students' performance and teaching ideas. Scheduling is used as a tool for increasing success, because it can be altered to meet the needs of both the students and teachers. Teachers can approach administration with suggestions for variations to the schedules, and, if agreed upon, the changes will be implemented. All teachers conduct individual tutoring (after school) for struggling students, and there is a tutorial period within the school day. Teachers decide whether this time is for remediation or for regular instructional time. Mumford utilizes small groups to provide targeted interventions and uses a variety of research-based supplemental materials.

5. Professional Development:

Professional development programs for Mumford Elementary vary depending upon grade level and subject matter and are scheduled based on specific instructional needs of both the staff and students. Staff development programs are brought into the school to ensure that staff are continually learning and building high quality teaching skills which will benefit our students. Mumford believes in the importance of district-wide staff development and provides 12 - 14 hours of district-wide trainings at the beginning of the year such as: gifted and talented, special education, CPR, AED, and safety standards. In addition, district-wide training gives the teachers opportunities for subject-specific vertical planning meetings for curriculum from kindergarten through twelfth grade and to learn district wide policy. Staff will receive an additional 8 - 10 hours in campus-based professional development prior to the start of school. Furthermore, there are a couple of days of staff development each semester. Campus-wide staff development days provide for both the opportunity for horizontal grade-planning to occur before the year begins and for training of our first year teachers on such things as campus policy, classroom management, and technology integration. Also, we provide staff development for all teachers in the Texas Student Assessment Program. Mumford Elementary, being a rural school, encourages the utilization of on-line classes and distance-learning labs for staff development. Summer catalogs, produced by the area region service center, are distributed to all staff to help identify possible trainings. Reimbursements are provided to teachers for travel and cost of training. Mumford Elementary values learning as a life-long process and understands that the most effective teaching is accomplished through continued growth and education.

6. School Leadership:

The leadership structure at Mumford Elementary is unique in that the number of administrative positions is small. The Superintendent of Mumford ISD is also the principal for the elementary and the high school; at most schools, three people hold these positions. There are two additional administrators: the Dean of Students and the Administrative Assistant both serve the high school and elementary. Having only three administrators enables the parents and teachers to have direct access by knowing whom to contact and how to reach him/her for various issues. The administration takes a "hands on" approach, plays a supportive role to the teachers and is highly involved with the student performance. The principal and dean of students meet each six weeks with

students at risk for failing and have meetings with the teachers to discuss concerns with students' performances, teaching materials, and other issues which need to be addressed. After campus benchmarks are complete, the teachers meet with the administration to discuss schedule changes that may need to be implemented and required tutorials that students need to attend. Also, there are weekly staff meetings with administration to discuss upcoming events and activities. The administrative offices are located on the elementary campus for easy access to the students and for proximity to the classrooms to facilitate the monitoring of instructional time. Walk-throughs are done by the principal to ensure that student behavior is on task and that teaching is being effective. There are yearly evaluations completed with new teachers to review areas which need improvement and to identify the teacher's strengths. Lesson plans are turned in weekly and reviewed by the administrative assistant to check for the lesson cycle and appropriate TEKS. The administration works as a team at Mumford Elementary; they realize that being involved with the students' education and being accessible to parents and teachers is imperative to success.

Subject: Reading

Grade: 3

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003 - 2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	97	97	92	90	100
Commended Performance	28	18	33	47	26
Number of students tested	32	29	26	30	35
Percent of total students tested	92	97	84	88	95
Number of students alternatively assessed	3	1	5	4	2
Percent of students alternatively assessed	8	3	16	12	5
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	96	95	91	84	100
Commended Performance	22	19	63	42	25
Number of students tested	27	21	22	20	28
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	95	100		80	100
Commended Performance	20	29		50	33
Number of students tested	20	14		10	15
3. (specify subgroup): White					
Met Standard				100	100
Commended Performance				44	25
Number of students tested				16	12
4. (specify subgroup): African-American					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Alternative Assessments are for students receiving Special Education Services who meet eligibility criteria to take an alternative test. In 2007-08 that test would be the TAKS Modified or TAKS Alternative and prior to 2007-08 it was the State Developed Alternative Assessment (SDAA).

Subject: Mathematics

Grade: 4

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003 - 2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	100	97	74	96
Commended Performance	54	48	38	9	4
Number of students tested	26	27	29	34	23
Percent of total students tested	96	90	88	92	74
Number of students alternatively assessed	1	3	4	3	8
Percent of students alternatively assessed	4	10	12	8	26
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	95	100	100	62	94
Commended Performance	52	45	30	11	0
Number of students tested	21	22	20	24	16
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	94	100		75	100
Commended Performance	50	50		17	10
Number of students tested	16	12		12	10
3. (specify subgroup): White					
Met Standard			94	85	
Commended Performance			31	8	
Number of students tested			16	13	
4. (specify subgroup): African-American					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Alternative Assessments are for students receiving Special Education Services who meet eligibility criteria to take an alternative test. In 2007-08 that test would be the TAKS Modified or TAKS Alternative and prior to 2007-08 it was the State Developed Alternative Assessment (SDAA).

Subject: Reading

Grade: 4

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003 - 2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	92	96	86	85	79
Commended Performance	15	38	17	15	8
Number of students tested	26	26	29	34	24
Percent of total students tested	96	84	88	87	77
Number of students alternatively assessed	1	5	4	5	7
Percent of students alternatively assessed	4	16	12	13	23
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	90	95	85	80	71
Commended Performance	10	24	10	16	6
Number of students tested	21	21	20	24	17
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	94	100		83	70
Commended Performance	19	25		17	0
Number of students tested	16	12	9	12	10
3. (specify subgroup): White					
Met Standard			81	92	
Commended Performance			13	15	
Number of students tested			16	13	
4. (specify subgroup): African-American					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Alternative Assessments are for students receiving Special Education Services who meet eligibility criteria to take an alternative test. In 2007-08 that test would be the TAKS Modified or TAKS Alternative and prior to 2007-08 it was the State Developed Alternative Assessment (SDAA).

Subject: Mathematics

Grade: 5

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003 - 2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	100	82	88	88
Commended Performance	63	59	27	0	8
Number of students tested	27	32	33	24	24
Percent of total students tested	87	87	87	75	77
Number of students alternatively assessed	4	5	5	8	7
Percent of students alternatively assessed	13	13	13	25	23
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	77	85	81
Commended Performance	57	43	23	0	6
Number of students tested	23	23	26	16	16
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	100	83	90
Commended Performance	64	55	35	0	0
Number of students tested	11	11	17	12	10
3. (specify subgroup): White					
Met Standard	100	100			
Commended Performance	64	60			
Number of students tested	11	15			
4. (specify subgroup): African-American					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Alternative Assessments are for students receiving Special Education Services who meet eligibility criteria to take an alternative test. In 2007-08 that test would be the TAKS Modified or TAKS Alternative and prior to 2007-08 it was the State Developed Alternative Assessment (SDAA).

Subject: Reading

Grade: 5

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003 - 2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	100	97	92	96
Commended Performance	40	26	16	8	17
Number of students tested	25	31	32	24	23
Percent of total students tested	86	86	80	69	77
Number of students alternatively assessed	4	5	8	11	7
Percent of students alternatively assessed	14	14	20	31	23
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	86	100	96	85	93
Commended Performance	41	63	8	13	7
Number of students tested	22	20	24	16	15
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	91	100	100	92	100
Commended Performance	55	20	13	8	20
Number of students tested	11	10	15	12	10
3. (specify subgroup): White					
Met Standard		100			
Commended Performance		20			
Number of students tested		15			
4. (specify subgroup): African-American					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Alternative Assessments are for students receiving Special Education Services who meet eligibility criteria to take an alternative test. In 2007-08 that test would be the TAKS Modified or TAKS Alternative and prior to 2007-08 it was the State Developed Alternative Assessment (SDAA).

Subject: Mathematics

Grade: 6

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003 - 2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	94	95	81	87
Commended Performance	63	43	55	12	13
Number of students tested	35	35	22	26	30
Percent of total students tested	95	90	69	84	75
Number of students alternatively assessed	2	4	10	5	10
Percent of students alternatively assessed	5	10	31	16	25
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	92	94	69	82
Commended Performance	64	42	59	6	14
Number of students tested	25	24	17	18	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	88	90	85	73
Commended Performance	69	63	70	8	7
Number of students tested	13	16	10	13	15
3. (specify subgroup): White					
Met Standard	100	100			100
Commended Performance	61	38			25
Number of students tested	16	13			12
4. (specify subgroup): African-American					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Alternative Assessments are for students receiving Special Education Services who meet eligibility criteria to take an alternative test. In 2007-08 that test would be the TAKS Modified or TAKS Alternative and prior to 2007-08 it was the State Developed Alternative Assessment (SDAA).

Subject: Reading

Grade: 6

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2003 - 2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	100	100	93	87
Commended Performance	79	74	41	43	23
Number of students tested	33	34	22	28	31
Percent of total students tested	89	87	69	85	80
Number of students alternatively assessed	4	5	10	5	8
Percent of students alternatively assessed	11	13	31	15	20
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	100	100	100	95	82
Commended Performance	75	65	35	35	23
Number of students tested	24	23	17	20	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	100	100	100	100	80
Commended Performance	62	69	20	31	13
Number of students tested	13	16	10	13	15
3. (specify subgroup): White					
Met Standard	100	100		90	92
Commended Performance	88	92		50	31
Number of students tested	16	12		10	13
4. (specify subgroup): African-American					
Met Standard					
Commended Performance					
Number of students tested					

Notes:

Alternative Assessments are for students receiving Special Education Services who meet eligibility criteria to take an alternative test. In 2007-08 that test would be the TAKS Modified or TAKS Alternative and prior to 2007-08 it was the State Developed Alternative Assessment (SDAA).