

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Ralph Yturralde

Official School Name: Santa Teresa Elementary

School Mailing Address:  
201 Comerciantes  
Santa Teresa, NM 88008-9669

County: Dona Ana County    State School Code Number\*: NM-019-008

Telephone: (575) 589-3445    Fax: (575) 589-3429

Web site/URL: http://www.gisd.k12.nm.us/education/school/school.php?sectionid=18&    E-mail:  
rsyturralde@gisd.k12.nm.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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Ms. Cynthia Nava

District Name: Gadsden Independent Schools    Tel: (575) 589-3445

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Jennifer Viramontes

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |           |                                   |
|-----------|-----------------------------------|
| 14        | Elementary schools (includes K-8) |
| 3         | Middle/Junior high schools        |
| 4         | High schools                      |
|           | K-12 schools                      |
| <b>21</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 65

**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. 6 Number of years the principal has been in her/his position 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	9	5	14	6	31	35	66
K	42	32	74	7			0
1	48	44	92	8			0
2	55	43	98	9			0
3	46	26	72	10			0
4	36	45	81	11			0
5	37	35	72	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							569

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
 \_\_\_\_\_ % Black or African American  
91 % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
8 % White  
1 % 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: 16 %

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.	52
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	39
(3)	Total of all transferred students [sum of rows (1) and (2)].	91
(4)	Total number of students in the school as of October 1.	569
(5)	Total transferred students in row (3) divided by total students in row (4).	0.160
(6)	Amount in row (5) multiplied by 100.	15.993

8. Limited English proficient students in the school: 37 %

Total number limited English proficient 210

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 569

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: 15 %

Total Number of Students Served: 85

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>8</u> Autism	<u>2</u> Orthopedic Impairment
<u>    </u> Deafness	<u>3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>25</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>3</u>	<u>    </u>
Classroom teachers	<u>31</u>	<u>    </u>
Special resource teachers/specialists	<u>5</u>	<u>    </u>
Paraprofessionals	<u>14</u>	<u>    </u>
Support staff	<u>4</u>	<u>    </u>
Total number	<u>57</u>	<u>0</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 22 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	96%	96%	96%	95%
Daily teacher attendance	95%	97%	97%	96%	96%
Teacher turnover rate	1%	0%	0%	0%	1%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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The Gadsden Independent School District consists of three pre-schools, fourteen elementary, three middle schools and four high schools which are contained in an area of approximately 1400 square miles. Santa Teresa opened its doors to our community of learners in January of 2004. The No Child Left Behind Initiative was the driving force in developing the mission and vision for our new campus. The intention of the mission and vision was to ensure that every child reaches his/her highest potential. The Santa Teresa Elementary mission allows that the community and school working together will lead our students to be productive and successful achievers throughout life. Our vision is that Santa Teresa Elementary School will provide a nurturing environment that is both academically challenging and emotionally secure. As the years have passed, Santa Teresa Elementary administrators, faculty, staff, parents, and students have formed a unique familial bond to make certain that all of our students achieve the success foreseen in our mission and vision.

Working together is of utmost importance at our campus; therefore, the traditions that we hold dear include our entire community. An annual Parent Orientation is an important tradition that allows our community to be introduced to our staff and faculty and have the curriculum explained to them. Literacy and Math Night are combined to permit the community to further its learning about the math and reading programs here at Santa Teresa Elementary. In addition, the administration hosts a monthly parent breakfast to further share information about school functions, programs, and on-going activities. These activities afford a wonderful opportunity for a two-way open communication between the school and our community. At Santa Teresa we have an earned respect. There is a sense that our school is special in what it stands for, what it does, and how we educate children. This shows itself in the uncommon efforts and contributions, not only from those who work here, but also the community with whom we work. We have an honest enthusiasm that spills over to our students, faculty, and community as we educate and nurture our students.

We have been fortunate to be able to tap into another valuable resource in our school community; our grandparents. We have a “Grandparent’s Day” activity every year, at which time we solicit help from them. Grandparents play a vital role in our overall successes. They read, tutor, and help in the everyday operation of the school. Grandparents are seen on our campus on a daily basis.

Santa Teresa Elementary also enlists the help of our surrounding business community partners in education, (i.e., Golden Corral, Border Patrol, New Mexico Department of Public Safety, Doña Ana Sherriff’s Department, Sunland Park Police Department, El Paso Sherriff’s Department, and the La Union Fire Department). Not only do these entities makes themselves available themselves to our school on a regular basis to interact and bond with our students, but also provide off campus support through food drives, Christmas gift drives, and Thanksgiving food basket activities to those less fortunate in our community.

On the lighter side, some of the traditions that take place include Pumpkin Glow night and our annual Spring Jam. On Pumpkin Glow Night students, parents, and staff wearing their Halloween costumes decorate pumpkins and enjoy each others company. At the end of the year, the Spring Jam is a tradition that allows us to raise money for our campus while providing the community with opportunities to visit the many booths that our teachers and students have created.

Finally, our school has achieved yearly special state recognition for the outstanding achievement of English Language Learners. We have also received state recognition of outstanding achievement of all students in the area of math. Santa Teresa Elementary continues to lead the district in the New Mexico Standards Based Assessments proficiency scores.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

In 2005, Pearson Publishing Company was contracted by the state of New Mexico to develop a Criterion Referenced Test based on the New Mexico Standards and Benchmarks. It determines school wide, subgroup, and individual student proficiency as it correlates to state Adequate Yearly Progress goals.

In 2005, we implemented the New Mexico Standards Based Assessment for the first time. Our reading scores have been higher than the state AYP goals and well ahead of other campuses in our district. The Adequate Yearly Progress (AYP) for the state was 36% in 2005 and our baseline proficiency scores were 56.85%. In 2006, the state's AYP was 40% and here at Santa Teresa Elementary we made our greatest gain to 65.6% proficient. We continued to grow, and in 2007 the state AYP goal was 44% and we reached 66.23%. State AYP for 2008 was 55% and Santa Teresa's proficiency rate in reading was 70.5%. In the spring of 2009, the state was looking for 59% proficiency and STE achieved a 73.3 % proficiency score. From 2005-2009 our proficiency scores for all students has risen from 56.85% to 73.3% a gain of 16.45%.

Mathematics has also had the same gains and has succeeded in meeting and excelling the state AYP goal every year since 2005. In 2005, our students in Math were expected to meet the state goal of 19.4% and our students at Santa Teresa scored 36.5%, exceeding the state score by 17.1%. The following year, 2006, state AYP was 23% and our students scored 52.52%, ahead by 29.52%. State AYP for 2007 was 28% and our students scored 61.47%, again ahead by 33.47%. AYP for the state in 2008 was 41% and STE achieved 62 % proficiency, a difference of 21%. The proficiency goal for 2009 was 47% for the state and Santa Teresa made 61.3%.

Upon looking at trends, the largest disparity was between the subgroup of English Language Learners (ELL) and the All Group. In 2008-2009, fourth grade the All students score 58.6% proficient for reading and the ELLs scored at 29%, a difference of 29.6%; in math, the All students score was 45.7% and the ELLs scored a 32.2%, a difference of 13.5%. In fifth grade, the All students scored 67.6% proficient in reading and the ELLs scored 53.3 %, a difference of 14.3%; All students for math was 57.4% and the ELL was 40%, a difference of 17.4% . The All students in the sixth grade scored 72.4% proficient in reading and ELL scored a 50%, with a difference of 22.4%; All students in math were at 48.7% proficiency and the ELL Scored 33.3%, with a difference of 15.4 %. The large disparity has lead our leadership team to make closing the gap between the All and ELL subgroup a priority for our Education Plan for Student Success.

A reader unfamiliar with our assessment results needs to take note of the fact that Santa Teresa Elementary was founded on being a strong community of learners. Beginning with our administrators, staff and faculty, and including our parents and most importantly our studnets, we work together to ensure that our students will be productive and successful achievers.

The state performance levels for the New Mexico Standards Based Assessment consist of beginning step, nearing proficient, proficient, and advanced. To "meet the standard" in the state of New Mexico, a student must score proficient or advanced on the NMSBA. Performance levels can be found at the New Mexico Public Education website: <http://sde.state.nm.us>.

### 2. **Using Assessment Results:**

At Santa Teresa Elementary, assessment drives instruction. As we begin every new school year, we rely heavily on the data received from the New Mexico Public Education Department concerning the results of the New Mexico Standards Based Assessment to formulate our core curriculum for the year.

The data received from the state includes a content area summary, student roster, and an item plot report. The student roster is used to indicate the assessment data by student and their level of proficiency in the content areas of reading, writing, mathematics, and science. Our campus leadership team utilizes this report to help identify students that will be placed within an intervention program in math or reading. The teachers use this roster to identify individual student strengths and weaknesses in order to implement quality curriculum.

The item plot report separates the New Mexico Standards by grade level with the total possible points for each item, such as multiple choice, short answer, and open ended questions. The Reading and Math Process Trainers convert the state provided item plot report into a working document for teachers to disaggregate the data at our weekly meetings and utilize the information to create units of study that focus on student needs and differentiate the curriculum.

Reading and math short cycle assessments are given at the end of each quarter. The results of these tests are routinely analyzed during weekly meetings with the Process Trainers to provide on-going data for every child. A Student Analysis Form is filled out for students who require extra opportunities for improvement. These forms provide an in-depth look at teacher observation notes, recommendation plans, procedures for implementation, and results. They are also used in conjunction with Response to Intervention, Student Assistance Team, Individualized Education Program, and retention committees. The objective at Santa Teresa Elementary is to make use of assessment data so that no child is left behind.

### **3. Communicating Assessment Results:**

At Santa Teresa Elementary (STE) we take pride in the excellent rapport we have with students, parents, and the community; which in turn, facilitates dialogue and presentation of various assessment results. This gives our school the opportunity, not only to celebrate student achievement, but also to help parents understand the significance of these results. By being well informed, parents and the community can see these assessment results as evidence of high quality education.

STE takes time throughout the year to communicate student performance and assessment data to all stakeholders. In the fall, an Open House is held, where the principal congratulates students and parents for their achievements on the New Mexico State Based Assessment (NMSBA) from the previous Spring. He explains the results, and the significance of meeting the Adequate Yearly Progress (AYP) goal. In addition, individual NMSBA results are sent home for parents to peruse. Parent/Teacher conferences are held twice a year to inform parents of student progress via report cards and by discussing results of short cycle assessments. Depending on the students' grade levels, those may include Reading Think Links, Math Think Links, MAP (Measurement of Academic Progress) tests, ELL Language Assessment, and DIBELS. Assessment data is also discussed with parents in the Student Assessment Team and Response to Intervention meetings, progress reports, and Student Academic Improvement Plans. Parents are also informed of student progress on assessments during math/reading nights and during monthly parent breakfasts with the principal. Finally, they are notified of their child's need to attend after school tutoring for math and/or reading based on the results of their NMSBA scores. The afterschool tutoring program is offered pro-bono by teachers.

Communicating assessment results to parents and students is a vital component of students' academic success. It not only provides parents an accurate depiction of their child's academic progress, it promotes the all important home-school connection. Finally, teachers can also draw upon these results to design appropriate activities and materials that parents can use to help their child succeed in school.

### **4. Sharing Success:**

Santa Teresa Elementary has been committed to our students' success since the opening of our campus. As a result, for the past five years our school has met Annual Yearly Progress (AYP). In order to share our successes, we routinely host numerous professional development trainings for district teachers. Our doors are

always open to visitors who are seeking to further their knowledge of the exceptional teaching strategies and techniques that have worked so well for us.

Teachers from other campuses and other districts have visited many of our classrooms to become more familiar with our Balanced Literacy approach to teaching reading and writing and the implementation of our Gadsden Math Initiative, Investigations. District reading and math specialists have come to Santa Teresa Elementary to share information regarding our reading and math programs and discuss new procedures to enhance learning. At our monthly Parent Breakfasts, guests from our district offices and members of our school board have shared data with our parents regarding our campus successes. Effective communication regarding education always includes our parents and community.

Santa Teresa Elementary is a member of the Santa Teresa High School feeder school cohort which meets for the purpose of sharing accomplishments and planning for student growth. During these meetings, our leadership teams are invited to analyze their schools' data and present the outcomes as they relate to improving curriculum. Our Santa Teresa Elementary leadership team uses this platform as a means of sharing the practices that have permitted us to succeed.

In the event that our campus receives Blue Ribbon School status, our hope would be to continue with the measures that we have in place for sharing our successes. Receiving Blue Ribbon School status will give us the opportunity to spread the wealth of knowledge we have accumulated over the years with others.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The core curriculum offered at Santa Teresa Elementary includes Reading, Mathematics, English Language Development, Reading and Math intervention classes, Science, Social Studies, Fine Arts, and Physical Education and is dictated by the New Mexico Standards and Benchmarks.

Reading/Literacy Block – The Balanced Literacy Approach has been implemented to develop and demonstrate competence in the skills and strategies of the reading and writing process, including applying grammatical and language conventions to communicate. Instruction is scaffolded for students using whole group instruction as the teacher delivers instruction to the students, small group instruction working with the students, and individual work to allow students to achieve success on their own.

Mathematics – The Math Program is Investigations in Number, Data, and Space. This program is implemented in a ninety minute block of time and instruction is delivered using the LESS model. The LESS model is as follows: L-Launching the lesson, E-Exploration of the mathematics involved in the lesson in pairs or individually, S-Share mathematical moments with others in a whole group, and S- Summarize as a whole group and bring up key points that were seen in the math lesson. Teachers differentiate and scaffold instruction for students by building on Cognitive Guided Math Groups.

English Language Development (ELD) - The 210 English Language Learners at STE receive ELD instruction in a variety of situations. They may be in a homeroom with a TESOL endorsed teacher or participate in a daily pullout program where their ELD component is taught by a teacher with this endorsement. Whatever the setting, the curriculum for the ELL students is identical to the curriculum of their English speaking peers. While teaching and assessment strategies are differentiated, the curriculum content is mandated by the New Mexico Standards and Benchmarks and thereby not to be differentiated.

Reading Intervention – In grades K -2, reading interventions are conducted by the homeroom teacher using differentiated materials in a small group setting or one-on-one. Grade 3 students, below level J on the DRA, may receive Lexia intervention upon teacher recommendation. In grades 4 – 6, a 90 minute block of Read 180 is implemented for students below proficiency on the NMSBA. A small group of grade 6 students receive Soudy intervention.

Math Intervention – Navigator is a daily tier two Math Intervention program that is research-based, consists of short cycle assessments, and includes pre-and post-tests. It is focused on specific learning targets and it consists of 30 minute sessions during 20 day cycles. Students are selected to participate based on their NMSBA scores.

Science/Social Studies – The science and social studies curriculum is integrated with reading during Shared Reading. The delivery of curriculum is taught alternately during a nine weeks period. The district has stocked each Balanced Literacy bookroom with materials for science from Heinemann, National Geographic, Rigby Literacy, and for social studies from Time for Kids – Harcourt, and Reading in the Content Area – Teacher Created Materials. In addition, grades three through six utilize the New Mexico Science basal series from Scott Foresman.

Fine Arts – The Fine Arts curriculum is imparted weekly by certified teachers in the areas of music and art. The students learn to read the music staff, play recorders, drums, Orff instruments, sing in harmony, create their own music and express themselves through movement. In the art classes our students develop their

creativity through the use of ceramics, basket weaving, drawing, and acrylic painting in a whole group setting.

Physical Education - The students at Santa Teresa Elementary attend physical education classes daily for thirty minutes. The design of our curriculum is to coincide with New Mexico State Standards and Benchmarks. The content of our PE classes enhances movement skills, sports skills, physical fitness, social development, and subsequently promotes lifelong physical activity.

### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

In the 2002/2003 school year, the Gadsden Independent School District selected Balanced Literacy as the district-wide initiative for literacy. The prevailing goal was to better serve the needs of our diverse student population. This approach has proven to be a successful, research-based strategy for differentiating the curriculum and individualizing instruction for our students.

Our reading curriculum consists of the following components; Reader's and Writer's Workshop, Shared Reading, Read Alouds, and Word Study. In Reader's Workshop, students receive whole group instruction on a specific objective based on state standards and then have time for independent reading in a book of their choice. During independent reading time, teachers have guided reading groups, strategy groups, conferences with individual students, and facilitate Literature Study Groups. At share time students discuss their learning. Writer's Workshop follows the same format, with writing objectives the focus of the teaching during whole group instruction. The teacher models fluent reading and thinking aloud to help students build schema and develop comprehension strategies during Read Aloud time. At Shared Reading, the teacher shares different genres of reading material, including poetry, with students to teach literary language, phonics, and comprehension skills. Word Study focuses on the teaching of phonemic awareness, phonological study, vocabulary, and spelling.

In addition to the curriculum, the Gadsden Independent School district placed highly qualified Reading Process Trainers at each campus to provide job-embedded staff development during weekly meetings to train teachers in best teaching practices, and support teachers on an individual basis to meet the needs of our diverse student population.

Because assessment drives instruction at Santa Teresa Elementary, the following assessments are used to follow the progress of each student: Informally – running records, conference notes, and observations; Formally – Diagnostic Reading Assessments, PM Benchmarks, Qualitative Spelling Inventory, and the Dolch Sight Word List. Analyzing the results of these tests and the New Mexico Standards Based Assessment gives us the knowledge to ensure growth for each individual student in, not only the reading curriculum, but in all content areas.

### **3. Additional Curriculum Area:**

Investigations was implemented in the Gadsden District in 2002-2003. Teachers were required to obtain 130 hours of professional development over a five year period in order to meet the requirements dictated by the National Science Foundation Grant. At Santa Teresa Elementary we utilize Investigations: In Number, Data, and Space as our core math curriculum for Kinder through fifth grade. The sixth grade curriculum uses a Prentice Hall curriculum titled Connected Mathematics 2. Both curriculums are a culmination of extensive research and the collaboration of teachers in order to analyze the teaching and learning of elementary math. The curriculum is state approved, aligned to state standards, and permits teachers to use a variety of teaching strategies.

The Investigation curriculum is based on six major goals to:

- Support the students in the meaning of mathematics and discover that they can be mathematical thinkers
- Apply computational fluency with whole numbers
- Give emphasis to reasoning within mathematical ideas
- Link mathematics content and pedagogy to teachers
- Utilize differentiation in order to scaffold for the wide range of learners

The math curriculum from kindergarten to sixth grade has instilled a problem solving method in which students are taught a four square model. This four square model involves the students finding the question within the problem, using pictures to help visualize the solution, using numbers to show the computation involved in the problem, and writing a statement or justification as to how they solved the problem. Although this four square model is implemented over time it has become an essential tool for students and has been successful from kindergarten through sixth grade.

Through Investigations, teachers have promoted a classroom culture based on discussions, working in cooperative groups, and have instilled motivation in every student.

#### **4. Instructional Methods:**

There are many reasons why differentiation of instruction is a strong point at Santa Teresa Elementary School (STE). First and foremost, 65% of the certified staff either has or is working on advanced degrees in the field of education; 60% of the certified staff has either Bilingual Licensure and/or the TESOL endorsement; and approximately 45% of the certified staff has more than 15 years experience in education. This highly qualified staff constitutes the bedrock of instructional differentiation to meet the diverse needs of student subgroups.

Moreover, the faculty at STE prioritized reducing the achievement gap between English Language Learners (ELL) and regular education students. To accomplish this goal, the English Language Development (ELD) program at STE is aligned with the New Mexico ELD Standards. ELL students, whether in a bilingual classroom or in a regular education setting, have access to the same academic content as their mono-lingual English speaking peers. Differentiation begins with formative planning and continues through strategic delivery of content using teaching strategies matching each student's identified level among the five levels of English language proficiency. Assessment, likewise, is guided by the scaffolded strands in the summative framework of the NM English Language Development Standards.

The special education program at STE uses a variety of approaches to meet the needs of students in this subgroup. There are three self-contained classrooms serving students who range from age three through sixth grade. These programs range from early childhood language development through life-skills. As with all Special Education students, differentiated instruction is guided and monitored by each student's Individual Education Plan (IEP). In accordance with the IEP, students interact with certified teachers and an instructional assistant. Additionally, some may be served by a speech pathologist, an occupational therapist, and a physical therapist. The Special Education program, at STE, also includes an inclusion model for first through 6<sup>th</sup> grades where the resource teacher advises the regular education teacher on specific strategies designed to accomplish the goals of the student's IEP. In addition, two of the resource teachers implement a modified pull-out program for specific students who may require extra practice using alternative materials such as Sonday, Lexia or Writing Adventures.

#### **5. Professional Development:**

The placing of a Literacy and Math coach at each of the elementary and middle schools in the Gadsden Independent School District has allowed for ongoing, on-site staff development. The Reading Process Trainer and Math Process Trainer at Santa Teresa Elementary take turns providing support for the teachers with weekly meetings with each grade level to build a community of learners. During these meetings, teacher

designed units of study are created to address content standards that the teachers have determined are most needed in their classrooms. Objectives, procedures, and assessments are included in each piece.

Some of the book studies we have undertaken at Santa Teresa include *Writing About Reading* by Janet Angellilo, and *Math for All: Differentiating Instruction* by Linda Dacey and Jane Lynch. Teachers are able to take their learning directly to their students after each session. As teachers analyze data, they are better able to ascertain the specific areas of strengths and weaknesses of their individual students and deliver meaningful curriculum. Coaching cycles are set up to support individual teachers with attaining best teaching practices in their classrooms. At the end of a coaching cycle, colleagues of the coached teacher are invited to attend the culminating lesson of the teaching cycle, thereby spreading the wealth of knowledge.

At the district level, teachers from each campus are invited to workshops that are aimed at specific areas of learning such as Special Education and Language Acquisition for our English Language Learners. The Gadsden District has provided Math training sessions with such well-known authors as Marilyn Burns and Reading training sessions with such notables as Ellen Oliver Keene and Debbie Miller.

At Santa Teresa Elementary, our ongoing on-site staff development has been an important part in allowing our students to show steady growth in their annual yearly progress for the last seven years.

## **6. School Leadership:**

The school leadership team is comprised of the principal, assisted by the vice-principal, counselor, reading process trainer, math process trainer, community and parent representatives and chairpersons of each goal team (teachers representing math, reading, and parental involvement).

Our continued successes can be attributed to our leadership structure which possesses a shared vision and common goals that all understand and embrace. This is the core message that we strive to convey at our school. The team continually solicits and values input from all stakeholders to ensure that all will possess a sense of ownership.

Our school principal possesses all the necessary attributes to be a successful leader. He leads by example. His philosophy is to let teachers teach while recognizing that each teacher has her or his own unique teaching style. He provides his teaching staff every opportunity to grow and enhance their teaching potential through professional development, teacher mentoring, vertical and horizontal collaboration, grade level meetings and ongoing support. His hands on approach to leadership fosters an honest enthusiasm that motivates our students, faculty, and community as we educate and nurture our students.

Our principal promotes a culture of inclusiveness. He communicates all school policies, procedures and goals to all stakeholders in our organization, empowering them as partners in our educational endeavors. Strategies, planning, ambitions, and challenges are not restricted to small circles behind closed doors; they're known, understood, and appreciated throughout our school community.

At Santa Teresa our teachers are professionals who do things right. They empower our students to do the right thing.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NMSBA

Edition/Publication Year: 2008

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	81	87	72	40
% Advanced	36	26	37	10	2
Number of students tested	83	69	70	83	72
Percent of total students tested	98	97	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	88	81	87	72	40
% Advanced	36	26	37	10	2
Number of students tested	83	69	70	83	72
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	87	82	85	70	35
% Advanced	34	27	33	9	1
Number of students tested	79	63	62	74	60
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	89	81	88	70	52
% Advanced	40	24	39	13	3
Number of students tested	47	42	33	46	33
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2008

Grade: 3 Test: NMSBA  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	83	83	83	78	56
% Advanced	19	28	26	18	7
Number of students tested	83	69	70	83	72
Percent of total students tested	99	97	100	100	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	83	82	82	78	55
% Advanced	19	27	25	18	6
Number of students tested	83	69	70	83	72
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	82	81	80	75	51
% Advanced	19	27	25	17	6
Number of students tested	83	63	62	74	60
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	77	79	85	74	49
% Advanced	23	19	39	22	12
Number of students tested	47	42	33	46	33
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 4 Test: NMSBA  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	45	62	55	31	35
% Advanced	11	15	15	4	2
Number of students tested	70	71	88	72	70
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	45	62	55	31	35
% Advanced	11	15	15	4	2
Number of students tested	70	71	88	72	70
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	44	57	53	26	29
% Advanced	11	12	13	0	1
Number of students tested	63	64	79	64	61
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	32	50	45	32	19
% Advanced	3	14	7	2	0
Number of students tested	31	36	56	50	21
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2008

Grade: 4 Test: NMSBA  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	58	71	59	52	47
% Advanced	14	12	9	8	8
Number of students tested	70	71	88	72	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	58	71	59	52	47
% Advanced	14	12	9	8	8
Number of students tested	70	71	88	72	70
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	54	68	54	48	41
% Advanced	12	9	10	3	6
Number of students tested	63	64	79	64	61
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	29	61	46	52	29
% Advanced	3	8	7	6	0
Number of students tested	31	36	56	50	21
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 5 Test: NMSBA  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	57	47	51	53	49
% Advanced	10	15	8	18	7
Number of students tested	68	73	70	75	71
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	57	47	51	53	49
% Advanced	10	15	8	18	7
Number of students tested	68	73	70	75	71
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	55	44	46	50	44
% Advanced	9	11	3	16	4
Number of students tested	63	68	63	66	61
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	40	40	49	56	31
% Advanced	0	9	8	17	0
Number of students tested	30	45	49	41	29
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2008

Grade: 5 Test: NMSBA  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	69	70	62	67
% Advanced	17	11	12	22	28
Number of students tested	68	73	70	75	71
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	67	69	70	62	67
% Advanced	17	11	12	22	28
Number of students tested	68	73	70	75	71
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	65	67	68	60	62
% Advanced	15	10	7	19	21
Number of students tested	63	68	63	66	61
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	53	60	69	59	31
% Advanced	17	2	12	17	10
Number of students tested	30	45	49	41	29
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics  
Edition/Publication Year: 2008

Grade: 6 Test: NMSBA  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	48	48	44	46	15
% Advanced	9	10	10	7	0
Number of students tested	76	60	75	76	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	48	48	44	46	15
% Advanced	9	10	10	7	0
Number of students tested	76	60	75	76	63
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	45	43	40	41	16
% Advanced	7	5	10	7	0
Number of students tested	70	55	66	67	55
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	33	34	37	46	6
% Advanced	3	3	7	5	0
Number of students tested	30	32	41	41	17
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading  
Edition/Publication Year: 2008

Grade: 6 Test: NMSBA  
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	72	56	46	64	55
% Advanced	14	11	6	10	6
Number of students tested	76	60	75	76	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	72	56	46	64	55
% Advanced	14	11	6	10	6
Number of students tested	76	60	75	76	63
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	70	54	42	64	54
% Advanced	12	7	6	10	7
Number of students tested	70	55	66	67	55
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	50	34	37	61	29
% Advanced	3	3	7	7	0
Number of students tested	30	32	41	41	17
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: