

**2006-2007 No Child Left Behind - Blue Ribbon Schools Program**  
*U.S. Department of Education*

**Cover Sheet** Type of School: [  ] Elementary [ ] Middle [ ] High [ ] K-12 [ ] Charter

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

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

School Mailing Address 315 Main  
(If address is P.O. Box, also include street address.)

Bertram Texas 78605-4409  
City State Zip Code+4 (9 digits total)

County Burnet State School Code Number\* 027-903-102

Telephone (512) 355-2111 Fax (512) 355-2261

Web site/URL www.burnet.txed.net E-mail sreavis@burnet.txed.net

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

\_\_\_\_\_  
(Principal's Signature) Date February 7, 2007

Name of Superintendent\* Mr. Jeffrey M. Hanks  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Burnet Consolidated ISD Tel. (512) 756-2124

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

\_\_\_\_\_  
(Superintendent's Signature) Date February 7, 2007

Name of School Board  
President/Chairperson Mr. Andy Feild  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date February 7, 2007

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

1. Number of schools in the district:       4   Elementary schools  
   1   Middle schools  
   0   Junior high schools  
   1   High schools  
   1   Other  
  
   7   TOTAL

2. District Per Pupil Expenditure:     \$6,851.00  
  
     Average State Per Pupil Expenditure: \$9,016.00

**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.   5   Number of years the principal has been in her/his position at this school.  
  
  NA   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:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>	<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	NA	NA	<b>NA</b>	<b>7</b>	NA	NA	NA
<b>K</b>	31	30	<b>61</b>	<b>8</b>	NA	NA	NA
<b>1</b>	50	35	<b>85</b>	<b>9</b>	NA	NA	NA
<b>2</b>	32	35	<b>67</b>	<b>10</b>	NA	NA	NA
<b>3</b>	37	25	<b>62</b>	<b>11</b>	NA	NA	NA
<b>4</b>	31	28	<b>59</b>	<b>12</b>	NA	NA	NA
<b>5</b>	39	27	<b>66</b>	<b>Other</b>	NA	NA	NA
<b>6</b>	NA	NA	NA				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>400</b>

6. Racial/ethnic composition of the school:
- |             |                                |
|-------------|--------------------------------|
| <u>71%</u>  | White                          |
| <u>1%</u>   | Black or African American      |
| <u>27%</u>  | Hispanic or Latino             |
| <u>1%</u>   | Asian/Pacific Islander         |
| <u>0%</u>   | American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                   |

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

7. Student turnover, or mobility rate, during the past year: 27%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	58
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	47
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	105
<b>(4)</b>	Total number of students in the school as of October 1	395
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.26
<b>(6)</b>	Amount in row (5) multiplied by 100	27

8. Limited English Proficient students in the school: 9 %  
34 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish
9. Students eligible for free/reduced-priced meals: 44%  
 Total number students who qualify: 177

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{12\%}{46}$  Total Number of Students Served

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

<u>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>NA</u>
Classroom teachers	<u>24</u>	<u>NA</u>
Special resource teachers/specialists	<u>7</u>	<u>NA</u>
Paraprofessionals	<u>13</u>	<u>NA</u>
Support staff	<u>3</u>	<u>NA</u>
Total number	<u>49</u>	<u>NA</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	96%	97%
Daily teacher attendance	98%	98%	97%	97%	97%
Teacher turnover rate	12%	4%	13%	11%	0%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

## **PART III – SUMMARY**

Bertram Elementary--not your typical small-town school! Just as the little red schoolhouse from 1909 still stands, so do the pride, traditions, and sense of community. With a campus that fosters the rigorous school vision of maximizing student achievement, Bertram Elementary is set apart by its school environment, its academic achievements, and its community involvement and support.

Children entering this “little red schoolhouse” are more than just students—they become part of the Bertram Elementary family for life. A small campus with limited employee turnover enables all staff, regardless of assignment, to know each student by name and to follow each individual’s progress from year to year. Keeping a careful balance of education and extracurricular activities, teachers take a personal interest in not only academics but also the social and emotional well-being of each child. Bertram Elementary provides a safe, secure, and nurturing environment to all children through strong leadership, motivation, respect, pride, and support. Smiles and laughter are an integral part of the Bertram Elementary learning environment. Home is where the heart is, and Bertram Elementary feels like home to all who enter.

Don’t be fooled by this almost 100-year-old schoolhouse. Behind these doors are highly qualified teachers providing a “big city” education! Individual student success is a result of a strong focus on core curriculum combined with overwhelming parental support. Success motivates both staff and students at Bertram Elementary School. All grade levels work together to ensure vertically aligned teaching strategies for a smooth transition from one grade to the next. Solid, research based programs utilize technology to identify student strengths and weaknesses and determine each child’s specific needs. Highly qualified support staff, along with parent volunteers, provide one-on-one tutoring to ensure that every child is included in the school’s success. Continuity and high expectations are key factors in individual student success at Bertram Elementary School.

Bertram Elementary’s family atmosphere reaches far past its front doors. The high standards and mutual respect between the citizens of Bertram and the school which was built so long ago still exist today. The school is the heart of the City of Bertram, and its success is a tribute to the hard work and determination of the city’s founding fathers. Bertram Elementary School takes pride in giving back to the citizens that gave it life. Through annual food drives and support for local families in need, staff and students work to help others. Community unity is demonstrated in the high level of parental involvement by the Parent Teacher Organization, the support of local businesses and the Bertram Chamber of Commerce, who provide monthly educator awards. School activities such as the annual Christmas program and Family Fun Night are the school’s gift back to the community. Bertram Elementary School and its surrounding community represent the pride and determination of early Texas settlers.

With the “little red schoolhouse” marking the spot, Bertram Elementary is living up to the expectations of those who believed in it so long ago. Surrounded by a supportive community, Bertram Elementary is a place where a united faculty and academically thriving students are at home.

# **PART IV – INDICATORS OF ACADEMIC SUCCESS**

## **1. Assessment Results:**

In Texas, the state assessment program is designed to promote increased academic performance and school improvement. Beginning in third grade, students are required to take an annual Texas Assessment of Knowledge and Skills (TAKS) in reading and mathematics. This annual cycle of reading and mathematics testing continues through grade nine, with the addition of writing at grades four and seven, science at grades five and eight, and social studies at grade eight. Currently, Texas students in grades ten and eleven must take tests in Reading/English Language Arts, mathematics, science, and social studies.

Mandates from the Student Success Initiative of the No Child Left Behind Act require students to meet local promotion criteria as well as a state passing standard on the grade three reading assessment to be promoted to fourth grade. Similarly, fifth grade students must pass both reading and mathematics to be promoted to the next grade level. Eleventh grade students must pass all four content areas of the TAKS test to graduate from a Texas public school.

In Texas, campus' and districts receive an annual accountability rating in which student performance on the Texas Assessment of Knowledge and Skills is the centerpiece. Ratings assigned by the state of Texas include *Academically Unacceptable*, *Acceptable*, *Recognized*, and *Exemplary*, with performance expectations for the percentage of students meeting state passing standards, as follows:

<u>Unacceptable</u>	<u>Academically Acceptable</u>	<u>Recognized</u>	<u>Exemplary</u>
Reading/ELA... <60%	Reading/ELA... 60%	Meets 70% standard for	Meets 90% standard for
Writing... <60%	Writing... 60%	each subject	each subject
Social Studies... <60%	Social Studies... 60%		
Mathematics... <40%	Mathematics... 40%		
Science ... <35%	Science ... 35%		

Ratings apply to an all student group as well as sub-populations of 30 or more students in the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Over the last decade, Bertram Elementary has been rated as an *Exemplary* campus from 1996 to 2001 and a *Recognized* campus from 2001 to 2006 by the Texas Education Agency. As the Texas assessment program has evolved over time, the expectations for student passing standards as well as the criteria for annual accountability ratings has become much more rigorous; therefore, maintaining high levels of performance has become increasingly more difficult.

A student may also earn *Commended Performance*. Commended Performance is the highest performance level set by the Texas State Board of Education on the TAKS. Students who achieve *Commended Performance* have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested. A school earns Gold Performance when 25% of the students in a grade meet Commended Performance criteria. Bertram Elementary has been a Gold Performing school since 2001 in ALL tested areas.

At Bertram Elementary, a great emphasis is focused on knowing each child's placement in specific sub-groups. In a small school such as Bertram Elementary, one student in a sub-group can impact the rating of the entire school. To illustrate the significance of one student, Bertram Elementary has been rated as a *Recognized* campus for the last five reporting years instead of being rated Exemplary by the narrowest of

margins imaginable – often one question from one student.

Information on State Assessment and Performance Criteria may be found at: [www.tea.state.tx.us](http://www.tea.state.tx.us) and on the Burnet Consolidated ISD webpage at [www.burnet.txed.net](http://www.burnet.txed.net).

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

Instructional decisions for students at Bertram Elementary are data driven. Many forms of assessment are used to understand and improve student and school performance. Classroom teachers assess students informally with specific tasks on a daily basis to determine the learning needs of each child. These informal assessments include reading rates, running records, observations of phonological awareness, reading competencies and comprehension, math skills and other state-mandated knowledge and skills. In addition, research-based computerized programs are used to determine skill levels in reading, math, and science. Skill levels are used to determine instructional needs of the class as well as the individual student.

Benchmark exams, developed by district-level teams of teachers, are administered in reading, writing, math, science, and social studies two to four times per academic year. Data is broken down on each test question and objective for every student and classroom. This data is then used to determine needs for individual student and whole group instruction. Any disparities among subgroups is addressed as needed.

State-mandated testing, such as Texas Primary Reading Inventory, Reading Proficiency Test of English, and the Texas Assessment of Knowledge and Skills (TAKS) provide other valuable information that is used during the current grade level and future school years.

All student data is placed on student profile sheets. Next, data is reviewed by administrators and staff to observe performance levels of the district, campus, grade-level, classroom, and individual students to determine needs from at-risk to acceleration. Assessment results help identify “bubble” students and those who need targeted instruction or extra encouragement to achieve Commended Performance. These specific needs are then addressed through small group instruction, reteaching, daily morning tutorials, computerized instructional programs, reading literacy groups, and TAKS tutorials in which students are grouped by instructional need in each content area.

Curriculum is reviewed annually by teams of teachers to ensure continued alignment. Teaching strategies are evaluated annually to determine effectiveness. Assessment data determines the changes the district makes in curriculum alignment, teaching methods, and testing practices. Bertram staff plays a critical role in annual district curriculum alignment.

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

Bertram Elementary communicates effectively with students, parents, and the community in numerous ways. This communication reflects both students’ performance in the classroom and on state and local assessments.

The students of Bertram Elementary receive immediate feedback through the use of innovative programs such as Success Maker, Accelerated Reader, and PLORE, the district’s K – 5 reading program. These programs are individualized and are used on a daily basis to promote student success. Student achievement and progress are recognized and rewarded through campus and classroom incentives. Daily positive morning announcements are made over the school-wide public address system to recognize students’ accomplishments. The high emphasis placed on communicating appropriate feedback to students promotes high student motivation for learning.

Bertram Elementary prides itself on its parent-school communication. This is a vital component in achieving student success. Parents receive daily homework logs and weekly progress reports regarding academic performance. Additionally, parents are given the option to access Parent-Connect to view grades online which provides immediate student progress results. Student Success Initiative and Academic Excellence Indicator System letters are sent home to parents. Teachers communicate results of checkpoints, individualized testing for reading and math, and reading readiness through reports sent to parents. Beginning at the Kindergarten level, parents are encouraged to maintain an open line of communication through parent conferences, email, telephone, or notes. Staff members are willing to go the extra mile if needed, including home visits and bilingual communication for English Language Learners.

The community is a strong part of Bertram Elementary's success. The school strives to keep the community involved in the learning process. Local papers report student achievement by publishing honor rolls, TAKS scores, and District Accountability Ratings. The school-developed website keeps parents and community members informed of upcoming events such as the Science Fair and the Academic Awards Ceremony which are held each year. A sign erected at the edge of town proudly displays the school's academic success.

Bertram Elementary has a proven record of student achievement. This is largely due to the communication tools utilized by the teachers and staff who strive to maintain constant, timely, and appropriate feedback to parents. Parents know they are part of the team.

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

Bertram Elementary has pioneered many innovative, research-based programs that have proven over time to be successful. Subsequently, these programs have been adopted by other schools within Burnet Consolidated Independent School District. Every year Bertram staff plays an integral part in training teachers new to the Burnet School District. This new teacher orientation gives Bertram teachers a chance to share not just how a program is implemented, but also why and with what results. This training and sharing of success with proven programs makes even a seasoned teacher much more receptive to implementing the district's teaching requirements. Bertram Elementary students' achievements are published through monthly newsletters, the district website, local newspapers and the district report card.

Bertram also shares successful teaching strategies with other surrounding school districts. A curriculum consortium of five school districts has been established to vertically and horizontally align the state-mandated curriculum. This has allowed an open line of communication between area educators and has helped to ensure that the quality of education in the area is as high as the instruction a student would receive in a large city. Having consistently maintained high academic marks on the Texas state report card, Bertram Elementary also shares its methods of success with surrounding districts at a TAKS summit that is annually hosted by the Burnet Consolidated Independent School District. Additionally, Bertram Elementary has allowed other schools and companies to come visit the campus for trainings and/or demonstrations of technology-based programs such as Success Maker (NCS Pearson), Accelerated Reading Program and Acceleration Station Student Assessment Program. Participation in the University of Texas Scale-Up Reading Program is another way Bertram Elementary showcases student success. As a recipient of the "Just for the Kids" award, Bertram Elementary was invited to share successful strategies and methods with approximately twenty other school districts across Texas.

Bertram Elementary will always be proud of its student accomplishments and successes. Excellence has been and will continue to be Bertram Elementary's goal. With excellence comes leadership, and with leadership comes a responsibility to share with others. Education of children everywhere is of utmost importance. Thus, Bertram Elementary is always eager to share pathways to success.

# **PART V – CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The curriculum for Bertram Elementary is based on the Texas Essential Knowledge and Skills (TEKS). Through a consortium of five area districts, the curriculum is vertically and horizontally aligned, enabling the staff to be experts on Texas' rigorous expectations. Research-based programs and a variety of instructional methods are then used, allowing teachers flexibility and creativity while still maintaining the state's high standard of curriculum.

Bertram Elementary's reading curriculum is based on individualized instruction supporting the philosophy that reading is "caught, not taught" from books that fit each child's reading level. This philosophy, combined with teacher-directed instruction, provides a well-balanced education to address the needs of all students. The curriculum is goal oriented for all students incorporating ongoing evaluations and assessments. The foundation of Bertram's reading program begins with a K-2 phonics curriculum. With TEKS-based content, Accelerated Reader and Successmaker Reading Technology programs enhance and reteach reading skills in a self-paced, motivating environment. In addition to these programs, first through fifth grade students learn fluency, comprehension, writing skills, and higher level thinking skills through the P.L.O.R.E. program created by Dr. Frank J. Guszak of the University of Texas.

The teachers at Bertram Elementary implement a K-5 inquiry-based math curriculum that continually spirals to review and re-teach previously learned skills and concepts. The program develops solid foundations through student participation in daily math activities that include mathematical language, basic concepts, and problem-solving skills built on the student's prior learning. The math curriculum is also supplemented with activities that promote critical thinking skills and practice through self-paced, individualized computer instruction.

Science and social studies are essential areas of study that pique student interest through inquiry based instruction. Bertram Elementary adopts a hands-on approach which allows for student discovery through research, investigations, experiments, field studies, projects, and other real-world experiences. Science and social studies programs are further enhanced by community guest speakers and technology. A well maintained science lab and a yearly Science Fair for all grade levels generate scientific interest and excitement. Social studies knowledge is exhibited by students through daily recitation of state and national pledges, as well as through various activities and projects covering local, state and national geography, history, culture, and citizenship. Science and social studies topics are also an integral part of the reading and math curriculum.

At Bertram Elementary, teachers creatively incorporate art into each area of the core curriculum to reinforce and extend all students' learning. Art classes are also offered monthly through the Parent Teacher Organization. Students attend a weekly TEKS-based music class. Participation in yearly productions in the community and on campus showcase theatrical and musical talents.

### **2a. Reading:**

Bertram Elementary chose a scientifically proven reading approach that promotes language and literacy. It fosters the development of independence in reading, while accommodating multi-level and multicultural learners.

Classroom dynamics include learners from struggling, emergent readers to highly advanced readers. A

fully inclusive environment is provided with no pull out programs; all students remain in the classroom for reading instruction. Students that are identified as at-risk or having dyslexic tendencies receive additional support and resources. The focus of reading is to meet the needs of the individual. Each child reads at his or her appropriate independent and instructional level daily through the use of guided reading and self-selected reading. After reading, students answer prediction, location, organization, recall, and evaluation questions to ensure comprehension using higher order thinking skills. Comprehension of the reading assignment is further assessed through computerized tests.

Several supplemental programs enhance the reading curriculum. These programs are individualized, provide exposure to multiple genres, and motivate students to become lifelong readers. The programs encourage reading through daily practice and build upon student success. Grades 3-5 peer read with grades K-2 weekly to provide one-on-one practice and to model reading. Beginning in kindergarten, a systematic and explicit approach to phonics and reading readiness is utilized. With many classroom, school, and community incentives, students are motivated to read.

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

The mission of Burnet CISD is “To maximize student achievement [through] programs designed to allow our youth to succeed in the world of tomorrow.” This overriding philosophy is evident in the area of mathematics instruction at Bertram Elementary. Bertram Elementary uses a variety of teaching methods and programs to provide a solid foundation in basic skills, computation, higher-level thinking, and problem-solving. These standards provide students with the necessary skills to become productive students at higher levels of education and throughout their lifetimes. Daily activities include direct instruction, guided practice and independent practice. Lessons are based on Texas Essential Knowledge and Skills (TEKS) and have been aligned across the district and throughout all grade levels. Math is taught in a spiraling format where basic skills are introduced, remediated, and practiced in incremental and developmental steps. Multi-sensory methods including manipulatives, games, daily facts practice, cooperative learning, investigations, observations, journaling, and technology engage all learners. Students have daily practice in essential skills using a computerized program which adjusts to their ability levels, allowing them to build increasingly complex skills as they progress through the program. This program also provides skill-specific feedback to the teacher who then uses it to customize classroom instruction. As an additional avenue to success, the school’s learning lab provides one-on-one help.

The depth and complexity of all the components of the math program allow students to receive differentiated, individualized and teacher-guided instruction. High expectations of both students and staff prepare students to become lifelong learners and succeed in the world of tomorrow.

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

Bertram Elementary uses many research-based instructional methods to improve student learning. Student skill levels are established both formally and informally. Once needs are determined, appropriate instructional methods are implemented.

Academic success at Bertram Elementary has been proven through school wide initiatives as well as specific classroom methods. Basic skills are spiraled as they are sequentially introduced, practiced, and remediated in incremental and developmental steps. Instructional methods include direct instruction, cooperative learning, multi-sensory approaches, multiple intelligence approaches, flexible grouping, varied uses of technology, internet-based learning, multicultural activities, and cross-curricular activities, which all emphasize higher order critical thinking skills. Bertram Elementary is an inclusion campus where instruction for students with learning disabilities is delivered in the classroom in order to maximize

instructional time and exposure to on-grade level curriculum. Small group sessions facilitated by content experts are provided for students with dyslexic tendencies and second language learners.

Other available services are tutoring sessions, reading literacy groups, homework stations, and study halls. As an early reading intervention, students receive small group instruction specific to their needs. All students involved in state testing attend remediation and acceleration sessions.

Unique to Bertram Elementary, instruction during the morning hours is considered “sacred,” meaning that teaching is not interrupted and students remain in the classroom. “Sacred morning” personnel, highly qualified paraprofessionals, are assigned to each classroom in addition to the classroom teacher. Having a second adult in the room doubles the potential for one-on-one student-adult interaction and flexible grouping.

The variety of instructional methods used at Bertram Elementary ensures success for all students.

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

Teachers must educate themselves in order to educate the future. Student success has proven that professional development is a key to academic achievement. A top priority for Burnet Consolidated Independent District is providing quality professional development opportunities. Teachers new to the district begin by attending an extensive orientation to become familiar with district procedures and programs. Before each new school year, all staff members attend a week of in-service which includes curriculum, instruction, technology, discipline procedures, and assessment training. All staff members are required to attend professional development, thus gaining knowledge and skills for optimal student success. Bertram Elementary takes pride in the fact that all paraprofessionals attend the same high quality training as certified staff. This ensures that all adults who work directly with students are aware of the content and teaching methods used to deliver consistent instruction.

Student achievement is directly impacted by the knowledge that teachers acquire. Staying current on the latest educational developments provides teachers with the knowledge to maximize student achievement. Technology training is an especially relevant area as the world becomes more technology-driven. Educators must prepare the workforce and community of the future. The increased use of technology in classrooms requires teachers to stay abreast of constantly changing technological advances. The district requirement of a minimum of six hours of technology training per year enables Bertram Elementary’s staff to meet this expectation.

Professional development at Bertram Elementary promotes motivation and cohesiveness among all staff members and is viewed by all as time well spent. Educating learners for life requires teachers to also be lifelong learners.

## **PART VII - ASSESSMENT RESULTS**

**Subject Reading      Grade: 3rd      Test: Texas Assessment of Knowledge and Skills (TAKS)**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	98	96	98	100	90
• % Commended	37	39	38	40	N/A
• Number Tested	54	59	50	53	65
• % of Total Students Tested	98	100	100	100	100
• Number Exempt	0	0	0	0	0
• % Exempt	0	0	0	0	0
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	100	97	>99	100	89
% Commended	41	45	38	41	N/A
Number Tested	41	42	40	44	51
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	92	94	89	100	92
% Commended	17	25	33	33	N/A
Number Tested	12	16	9	9	14
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	96	91	94	100	85
% Commended	32	30	24	29	N/A
Number Tested	25	23	17	24	28
% of Total Students Tested	100	100	100	100	100

- The Texas Assessment of Academic Skills (TAAS) was administered for the last time in the spring 2001. A new test, the Texas Assessment of Knowledge and Skills (TAKS), began in the spring 2002.
- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.

**Subject Math      Grade: 3rd      Test: Texas Assessment of Knowledge and Skills (TAKS)**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	93	92	99	100	86
• % Commended	22	19	29	23	N/A
• Number Tested	54	58	52	52	63
• % of Total Students Tested	100	100	100	100	100
• Number Exempt	0	0	0	0	0
• % Exempt	0	0	0	0	0
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	95	94	99	100	91
% Commended	23	22	31	23	N/A
Number Tested	43	41	42	43	49
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	80	94	99	100	69
% Commended	10	13	22	22	N/A
Number Tested	10	16	9	9	14
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	88	86	99	100	77
% Commended	29	14	20	26	N/A
Number Tested	24	22	20	23	27
% of Total Students Tested	100	100	100	100	100

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- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.

**Reading      Grade: 4th      Test: Texas Assessment of Knowledge and Skills (TAKS)**  
**Subject**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	91	93	98	93	98
• % Commended	19	29	47	15	N/A
• Number Tested	56	49	53	52	45
• % of Total Students Tested	100	100	100	100	100
• Number Exempt	0	0	0	0	0
• % Exempt	0	0	0	0	0
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	97	97	97	92	97
% Commended	23	25	49	12	N/A
Number Tested	40	36	41	42	33
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	79	83	99	99	100
% Commended	13	38	36	30	N/A
Number Tested	16	13	11	10	9
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	83	93	99	88	100
% Commended	16	20	55	8	N/A
Number Tested	25	15	22	24	23
% of Total Students Tested	100	100	100	100	100

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- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.

**Subject Math      Grade: 4th      Test: Texas Assessment of Knowledge and Skills (TAKS)**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	96	98	99	98	98
• % Commended	38	36	39	35	N/A
• Number Tested	58	50	51	51	44
• % of Total Students Tested	100	100	100	100	100
• Number Exempt	0	0	0	0	0
• % Exempt	0	0	0	0	0
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	97	97	99	99	97
% Commended	39	32	38	38	N/A
Number Tested	41	37	40	42	32
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	99	99	99	86	100
% Commended	38	46	50	22	N/A
Number Tested	16	13	10	9	9
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	91	99	99	99	100
% Commended	36	44	50	17	N/A
Number Tested	25	16	20	23	22
% of Total Students Tested	100	100	100	100	100

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- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.

**Subject Writing      Grade: 4th      Test: Texas Assessment of Knowledge and Skills (TAKS)**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	96	91	91	96	100
• % Commended	20	33	25	8	N/A
• Number Tested	54	48	52	52	42
• % of Total Students Tested	100	100	100	100	100
• Number Exempt	0	0	0	0	0
• % Exempt	0	0	0	0	0
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	97	94	89	95	100
% Commended	21	31	23	10	N/A
Number Tested	38	35	40	42	30
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	93	83	99	99	100
% Commended	20	38	36	0	N/A
Number Tested	15	13	11	9	9
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	90	93	95	89	100
% Commended	5	57	23	0	N/A
Number Tested	22	14	22	24	21
% of Total Students Tested	100	100	100	100	100

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- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.

**Subject Reading      Grade: 5th      Test: Texas Assessment of Knowledge and Skills (TAKS)**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	94	98	92	92	100
• % Commended	32	47	33	24	N/A
• Number Tested	53	45	55	42	40
• % of Total Students Tested	100	100	100	100	100
• Number Exempt	0	0	0	0	0
• % Exempt	0	0	0	0	0
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	95	99	95	94	100
% Commended	32	46	36	29	N/A
Number Tested	41	37	44	34	30
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	92	88	80	86	100
% Commended	33	50	10	0	N/A
Number Tested	12	8	10	7	10
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	94	94	86	86	100
% Commended	14	50	28	13	N/A
Number Tested	14	18	25	15	18
% of Total Students Tested	100	100	100	100	100

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- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.

**Subject Math      Grade: 5th      Test: Texas Assessment of Knowledge and Skills (TAKS)**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	98	88	96	97	100
• % Commended	35	42	57	29	N/A
• Number Tested	54	43	56	42	42
• % of Total Students Tested	100	100	100	100	100
• Number Exempt	0	0	0	0	0
• % Exempt	0	0	0	0	0
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	98	91	97	97	100
% Commended	29	40	58	32	N/A
Number Tested	41	35	45	34	32
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	99	75	90	99	100
% Commended	54	50	50	0	N/A
Number Tested	13	8	10	7	10
% of Total Students Tested	100	100	100	100	100
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	94	81	90	93	100
% Commended	44	53	58	7	N/A
Number Tested	18	17	24	15	20
% of Total Students Tested	100	100	100	100	100

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- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.

**Subject Science      Grade: 5th      Test: Texas Assessment of Knowledge and Skills (TAKS)**

<i>Year</i>	<i>2005-2006</i>	<i>2004-2005</i>	<i>2003-2004</i>	<i>2002-2003</i>	<i>2001-2002*</i>
<i>Testing Month</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>	<i>April</i>
<b>All Student Scores</b>					
• % Meeting/Exceeding Standard	86	93	94	77	N/A
• % Commended	23	51	32	17	N/A
• Number Tested	53	43	56	42	N/A
• % of Total Students Tested	100	100	100	100	N/A
• Number Exempt	0	0	0	0	N/A
• % Exempt	0	0	0	0	N/A
<b>Subgroup Performance -White</b>					
% Meeting/Exceeding Standard	90	94	95	87	N/A
% Commended	23	54	34	18	N/A
Number Tested	40	35	44	34	N/A
% of Total Students Tested	100	100	100	100	N/A
<b>Subgroup Performance -Hispanic</b>					
% Meeting/Exceeding Standard	75	88	91	29	N/A
% Commended	23	38	18	0	N/A
Number Tested	13	8	11	7	N/A
% of Total Students Tested	100	100	100	100	N/A
<b>Subgroup Performance –Eco. Dis.</b>					
% Meeting/Exceeding Standard	75	88	90	57	N/A
% Commended	27	47	38	7	N/A
Number Tested	15	17	24	15	N/A
% of Total Students Tested	100	100	100	100	N/A

- The Texas Assessment of Academic Skills (TAAS) was administered for the last time in the spring 2001. A new test, the Texas Assessment of Knowledge and Skills (TAKS), began in the spring 2002.
- Results reported on the data elements above were taken from the Academic Excellence Indicator System (AEIS) Report annually produced by the State of Texas and from campus assessment reports received each year from the Texas Education Agency. As a result of some differences and factors used to generate the numbers in each report, some slight variances may exist in the percentages included in this portion of the application.