

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

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

Name of Principal Ms. Deborah Dockens McCune

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

Official School Name Samuel Beck Elementary School

(As it should appear in the official records)

School Mailing Address 401 Parkview Drive

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

Trophy Club

Texas

76262-4210

City

State

Zip Code+4(9 digits total)

County Denton

State School Code Number\* 061-911-109

Telephone (817) 215-0450

Fax (817) 215-0498

Web site/URL www.nisdtx.org

E-mail dmccune@nisdtx.org

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

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Karen Gates RueEd.D.

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

District Name Northwest Independent School District Tel. (817) 215-0000

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Davis Currier Palmer

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

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

Date \_\_\_\_\_

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

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

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

## PART I - ELIGIBILITY CERTIFICATION

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

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

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

## PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: \_\_\_\_\_ 11 Elementary schools  
 \_\_\_\_\_ 3 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 2 Other  
 \_\_\_\_\_ 17 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 12080  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9269

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 8 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7			0
K	32	45	77	8			0
1	33	44	77	9			0
2	49	35	84	10			0
3	46	41	87	11			0
4	42	38	80	12			0
5	43	25	68	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>473</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 2  | % Asian or Pacific Islander        |
| 3  | % Black or African American        |
| 9  | % Hispanic or Latino               |
| 85 | % White                            |

**100 % TOTAL**

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

7. Student turnover, or mobility rate, during the past year 14 %

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 to the school after October 1 until the end of the year	31
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	32
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	63
<b>( 4 )</b>	Total number of students in the school as of October 1	443
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.14
<b>( 6 )</b>	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 2 %  
8 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Bengali, Panjabi, Pilipino, Russian, Spanish, Ukranian

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 24

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:  $\frac{6}{27}$  % Total Number of Students Served

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

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>4</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>11</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>8</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>1</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>38</u>	<u>0</u>

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

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	96 %	97 %	97 %
Daily teacher attendance	95 %	96 %	95 %	96 %	96 %
Teacher turnover rate	23 %	10 %	16 %	25 %	17 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

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

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

In the fall of 2002, Samuel Beck Elementary School opened its doors welcoming children with the philosophy coined by Henry Ford, 'Coming together is the beginning; keeping together is progress; working together is success.' Coming together to form our school community, we established that each member of our learning community must take individual responsibility for the progress and success that we were determined to realize. We believe that modeling honesty, integrity, and individual accountability sets the cornerstone and foundation for the success of our students. We are a learning community of children, families, and educators who value the individual and what that individual brings to our school, society, and world. This belief sets in motion the rhythm of our school where engaging work is relevant, and enriching activities are the norm. The question is not if a child can learn, but how that child will learn and reach his or her full potential as a contributor to society.

Beck Elementary is located in the northeastern edge of the rapidly growing Northwest Independent School District. This growth has contributed to a diverse school community made up of families who have relocated from different regions of the United States, mixed with those who remember the district as a predominately small, agricultural-based community. Children of all backgrounds will find a safe, supportive, and disciplined school community. We are committed to providing experiences that nurture the whole child and help them develop socially, emotionally, and academically.

We believe in developing strong relationships between parents, students, and staff. Communication is a key in fostering and developing these relationships. We communicate openly and effectively with one another, establishing mutual respect which makes our school a comfortable, inviting place for all to learn and grow. Family events are held throughout the school year providing opportunities to showcase student talents and involve entire families in learning. On these nights we come together to play, work, and celebrate our children. Each year, our students also have an opportunity to create business plans, market their goods and services, and solicit customers at the annual 'Entrepreneur Night.' Students learn problem solving, solid business practices, and the importance of advertising and customer service techniques. Funds raised from this event were used toward enhancing our school library. We also support programs and service projects at the local and national level like the Roanoke Food Pantry, angel tree program for families in need, and 'Jump Rope for Heart,' all encouraging our students to give back to the community. When a vision for building a pavilion for outdoor classrooms arose, we came together as a community of parents, staff and students to develop a silent auction fundraising event. These events demonstrate our commitment to children by staying together and working toward common goals. They also build positive relationships between parents and educators. The experiences provide a model of good communication, relationship building, and frequently create strong friendships.

We encourage all individuals at Beck Elementary to become life-long learners. Our staff is active in Professional Learning Communities (PLCs), and at any given time a staff member may be involved in one or more PLCs. The basic guiding premise for PLCs is to ensure that our students' needs are met, and that they are challenged to learn while being held to high expectations that help them become successful.

We take pride in our ability to be creative with ideas, and flexible in our thinking, in order to maximize learning potential. Beck Elementary is dedicated to preparing our students today for their future tomorrow. This is reflected in our campus motto: We Believe in Kids!

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

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

Texas public schools are evaluated by the Texas Education Agency (TEA) using the academic performance data of students in elementary grades 3-5. The Texas Assessment of Knowledge and Skills (TAKS) measure a student's mastery of the state-mandated curriculum--the Texas Essential Knowledge and Skills (TEKS)--in the content areas of reading, math, writing, and science. TAKS-Accommodated is a version of TAKS for students served by special education who meet the eligibility requirements for specific accommodations. TAKS-Modified is used as an alternate assessment based on modified academic achievement standards at grade level designed to meet the requirements of the federal No Child Left Behind Act and Individuals with Disabilities Education Act. TAKS-Alternate is used for students with significant cognitive disabilities who meet participation requirements. TEA compares student assessment on these tests to state standards in order to determine the performance level rating of each campus in the state of Texas.

At Beck Elementary, there are no demographic subgroups identified by ethnicity or socioeconomic status that affect the accountability rating. However, the data from the subgroup populations is analyzed to provide a valid foundation from which we create best instructional opportunities for all students. During the 2002-2003 and 2003-2004 school years, our campus served as a district site for a life skills class and a social-emotional adjustment class. In addition, students from an elementary therapeutic level cottage at the Lena Pope Foster Home attended our school.

There are four performance level ratings in Texas for schools: Exemplary, Recognized, Academically Acceptable, and Unacceptable. A school receives an Exemplary rating when 90 percent of all students meet minimum expectations on all tests taken. There are three identified state performance standard levels for students; Commended Performance (students answering more than 90 percent of the test questions correctly), Meets the Standard (students answering approximately 70 to 90 percent of the test questions correctly), and Did Not Meet the Standard (students answering less than 70 percent of the test questions correctly).

Beck Elementary has earned an Exemplary rating each year since the school opened in 2002. We have received Gold Performance Acknowledgements each year from TEA in the areas of reading, math, writing and science. The Gold Performance Acknowledgement system recognizes campuses for high performance on indicators other than those used to determine accountability ratings. Not only does our school set a goal each year of performing at the Exemplary level, but we set goals for increasing the number of students performing at the Commended levels on each content area assessed.

The December 2007 issue of Texas Monthly identified Beck Elementary as being one of the top public schools in Texas based on the criteria from the National Center for Educational Accountability. State assessment results for the past three years were analyzed, and students at Beck exhibited outstanding performance in comparison to similar schools across multiple grades and years.

State assessment information is available at [www.tea.state.tx.us](http://www.tea.state.tx.us)

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

Assessing student data and goal setting are foundations of Beck Elementary curriculum design and staff development emphasis. At the beginning of the school year, Professional Learning Communities (PLCs) are created to examine and disaggregate state assessment results. PLCs, which are vertically aligned across grade levels, examine TAKS questions and answer stems in comparison to grade level TEKS. This analysis provides teachers with a deeper understanding of the type of thinking and problem solving students must demonstrate for mastery.

Our campus has embraced a student goal setting process in third through fifth grades facilitated by teachers where students are a critical part in planning for their own success by setting goals for achievement. Student objectives are analyzed in each tested subject area to provide information for one-on-one student teacher conferences. Students set personal goals for each objective and their overall score. These conferences are held before and after each assessment. As a result of these conferences, our students have accepted responsibility for their own achievement and are clearly motivated. Student performance provides evidence that implementing this process has improved instructional planning as well as student achievement.

Instructional interventions are determined using a variety of assessments including classroom

assessments, district assessments, the Developmental Reading Assessment and the Texas Primary Reading Inventory. Beck Elementary has designed a literacy notebook which includes a fall and spring writing assessment for grades K through 5. A vertically aligned PLC is formed to score assessments, analyze results and recommend adjustments for the delivery of the curriculum. Math and science teachers use six week grading period assessments to inform instruction and interventions. Additional assessment data may come from gifted and talented testing, anecdotal observations, and daily student work.

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

Beck Elementary recognizes that communication of student performance and success to parents, students, and the community is vital to the academic growth within the school community. Information is distributed through grade level and campus newsletters, weekly communication folders, daily planners for third through fifth grades, and the campus website. Communication of academic results is provided through an on-line grade book, three-week progress reports, six-week report cards, and goal setting forms. Additional communication can be seen on our school marquee, banners, flyers, and certificates. In addition, student success stories and program also are highlighted in local newspapers and district publications targeted to parents and community members.

At the beginning of the year, a campus curriculum night is held for each grade level to provide classroom expectations and procedural information. Individualized parent-teacher conferences are held for each student throughout the year. Teachers also use e-mail, voice mail and blogging on their websites to encourage frequent communication. These links create an inviting atmosphere where parents know they are welcome and can communicate with their child's teacher comfortably. This provides a segway for positive conversations regarding student performance results and/or needs.

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

It is a belief at Beck Elementary that sharing success and giving back to education is a responsibility. Teachers routinely make professional presentations at state and national conferences such as the Texas Distance Learning Association, National Art Education Association, and the Texas Computer Education Association. In addition, our teachers conduct district staff development in literacy, mathematics, peer coaching, technology, and goal setting. A member of our staff served with educators from schools across the nation at a senate subcommittee hearing to address science and math educational concerns. Central office staff, curriculum coordinators, and staff from other schools routinely visit our school. Instructional outcomes are viewed through student work and presentations such as a historical living museum and science invention convention. Our successes also are communicated to other schools in the district through monthly newsletters that include general news about Beck Elementary, teacher features, campus achievements and best practices. A best practices link is also on the school website for educators' use. Our school frequently utilizes video conferencing technology to interface with other classrooms to enrich shared curriculum. Beck Elementary's learning community has thrived through showcasing our instructional program and sharing our successes

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Implementing the curriculum is a rigorous, ongoing process honed by faculty and based on the Texas Essential Knowledge and Skills, our student needs, and assessment results.

Teachers implement a wide array of varied best practices, and current research, to guarantee high-level learning standards for all students. The core of our curriculum areas immerse students in challenging content that is designed to engage the student academically, physically, and socially.

Our school's language arts program is a well-balanced approach to integrating reading, writing, and spelling that ensures our students achieve high standards of literacy. The emphasis of integrating the writing process through authentic writing experiences is evidenced in all content areas. Each classroom has established a print-rich environment where students are encouraged to become self-motivated readers.

The spirit of the mathematics program at Beck Elementary instills students with confidence and a feeling of safety in sharing ideas and techniques that lead to students thinking like mathematicians. Our students are challenged to develop math fluency and various problem solving strategies. We adhere to the unifying themes set forth by the National Council of Teachers of Mathematics that mathematics embodies problem solving, communication, reasoning, and connections.

All students at Beck Elementary experience science through laboratory simulations and authentic work. Our students receive instruction, focusing on the inquiry method by way of portable learning labs, two fully equipped science labs, an outdoor classroom, a series of visiting experts including a representative from the NASA Space Center, and an on-site helicopter landing by an aeronautic specialist, just to name a few. Our fifth graders are immersed in a four-day outdoor educational adventure emphasizing personal interaction with the environment.

Our social studies curriculum emphasizes the blending of community with history, economics, geography and cultures. It is a spiraling curriculum that focuses on the whole child while developing citizenship. Children appreciate and understand the relationship of self to neighborhood, community, state, and the nation. This journey is showcased with a living history museum highlighting trailblazers who contributed greatly to the development of our country and influenced the world culturally, economically, and politically.

Physical education, art, and music integrate and enhance curriculum from all content areas. Our students can identify a Van Gogh and recognize Mozart. Art instruction at Beck Elementary encourages an understanding of its origin and value through a comfortable and creative approach. A visit to an art class would find our students designing unique art pieces reflecting student choice. Music education at Beck Elementary develops overall music appreciation through instrumental and vocal performance. Students in fourth and fifth grades have the opportunity to perform as an honor choir at the district level. The physical education program integrates the most current research and assessment to promote lifelong student physical fitness and wellness. These special content programs provide children avenues for considering different perspectives on history, math, and science by viewing those subjects through the lens of movement, music, and art.

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

Our philosophy in implementing reading curriculum is to create a language arts classroom that promotes the enjoyment of reading and immerses students in varied and challenging texts. In classrooms at Beck Elementary, you will find shared, guided, and independent reading. Using this integrated approach to language arts, children are exposed to a wide and rich range of literature. Reading is taught as a process using strategies that activate prior knowledge, make and test predictions, structure teaching during reading, and provide post-reading applications. Reading workshop models encourage student interest while challenging students to think and to make connections while reading. Whole class novel studies are carefully selected to support instruction of the literary elements. Students experience peer collaboration and teachers promote inquiry through literary studies. Growth in student literacy is evidenced through a collection of reading responses and literary logs in individual portfolio collections.

Our library is an integral part of the language arts curriculum. Averaging approximately 1,000 checkouts per week, the library offers an essential source of both print and electronic

resources. Book fairs, famous author visits, and a focus on special reading events punctuate our year. Beck's Family Reading Night focuses family time around shared reading activities, and families are welcome to visit the library and explore the world through reading.

Reading instruction, both informal and formal, permeates our days at Beck Elementary. Teachers recognize that children who are motivated to read for enjoyment will carry that behavior into their adult lives. We offer ourselves as models of eager life-long readers and constantly search out new ways to instill a passion for learning.

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

Beck Elementary employs a process of scientific inquiry for developing an understanding and interest in the areas of physical, earth, and life science. The science program contributes to the school philosophy of participating in a community of learning. Science instruction emphasizes inquiry, observation, and research. A field trip to an orchard offers a unique experience of the life cycle of apple trees for our kindergartners who later use a portable kitchen to learn more about seeds and plants. Our students personally experience the process when living laboratories are brought to the classroom, such as chrysalises delivered to all first grade students where they track the life cycle of a butterfly. Our first graders gain a deeper understanding of the cycle when the butterflies are released in their culminating activity. Our studies of nature and earth science continue as we visit science centers at the University of North Texas and the agricultural center at Northwest High School. Distance learning programs at Beck Elementary provide avenues to interface with experts from museums and science institutions nationwide. Students have opportunities to create other ecosystems such as a rain forest, water, and desert exploring the various habitats and terrains. Student weather forecasters are responsible for collecting and recording the current weather conditions from our Beck weather station. Students log onto nbc5i.com for local forecasts and share weather information with our student body during morning announcements. Beck Elementary also has two fully-equipped science laboratories for student use in exploratory methods. These tools, coupled with solid scientific inquiry, promote student interest in advanced science studies in middle school.

Science makes the ordinary extraordinary by learning to ask questions, observe carefully, analyze and respond to the amazing experience of science. Children learn to appreciate the wonders hidden in seeds and shells, caterpillars and comets. The inspiration of discovery will lead our students to embody our school's philosophy of lifelong learning.

4. **Instructional Methods:**

William Butler Yeats said, 'Education is not the filling of a pail, but the lighting of a fire.' Beck uses a combination of best practices and research-based instructional methods to improve student learning and ignite fires in young learners. The guiding principle that unites diverse programs is our commitment to the goal of creating a community of learners. The students at Beck Elementary are aware of themselves as learners; they know where they stand, where they are making progress, and which areas need more work. Everyone is on a continuum of learning; no one has arrived. Students are urged to take responsibility for their learning, their behavior, and to voluntarily strive for improvement using the Love and Logic model. We develop accountable citizens and scholars by including our students in setting goals. Goal setting documents were developed by Beck Elementary staff in order to individualize instruction and motivate each learner.

Manipulatives and problem solving techniques are used to teach reasoning rather than simple calculation. Web-based math programs enhance student attention and interest in the problem solving process. Students are able to interface with the latest educational software programs in our school computer lab. Data projectors and electronic chalkboards are accessible in every classroom providing additional routes to reach all learning styles. Our use of the scientific method and inquiry techniques encourages students to carefully observe and question results. A grant was recently awarded by the Northwest Educational Foundation to purchase digital microscopes. This motivational technology will challenge students while enriching curriculum.

Student learning is maximized through content rich language and providing tools to organize their thinking. We provide authentic reading and writing experiences guiding students in making text-to-self connections for deeper meaning. Thinking Maps are used in

every content area to advance clarification, organization, and communication in a graphic format. In addition, faculty members have developed a common nomenclature in all content areas and use it in instructional communication.

**5. Professional Development:**

Establishing a climate for highly engaged and well-rounded students is the goal for designing professional development at Beck Elementary. Through the understanding of Marzano's researched-based strategies, staff is trained in techniques to increase student achievement in all content areas. In our bi-weekly grade level professional learning communities, teachers meet to discuss and devise individualized intervention plans when using Dufour's PLC model. Training and follow-up places an emphasis on quality instructional design modeled after Phil Schlechty's *Working on the Work*. Our staff development is interactive where teachers share lesson and assessment design. Focused Walkthroughs provide learning opportunities for the classroom instructor as well as the walkthrough team to fine-tune instruction. Beck goes above and beyond the state and district requirements for professional development in technology, gifted and special education as well as specialized content areas. Teachers are highly engaged in our staff development cycle by applying, evaluating and refining their teaching methods. Beck Elementary embraces the philosophy that staff development is only as effective as the follow-up and its correlation with student achievement. Our staff continually works toward improving teaching and learning in a culture of exponential change.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Texas Assessment of Knowledge and Skills (TAKS)  
 Edition/Publication Year 2003,2004,200 Publisher Texas Education Agency (TEA)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets the Standard	100	100	100	100	98
% "Exceeding" State Standards					
Commended	62	68	57	53	43
Number of students tested	68	56	58	59	60
Percent of total students tested	96	93	95	94	95
Number of students alternatively assessed	3	4	3	4	3
Percent of students alternatively assessed	4	7	5	6	5
<b>SUBGROUP SCORES</b>					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested			0		
4. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets the Standard	99	98	98	98	97
% "Exceeding" State Standards					
Commended	43	60	51	37	38
Number of students tested	70	57	57	59	63
Percent of total students tested	99	95	95	94	98
Number of students alternatively assessed	1	3	3	4	1
Percent of students alternatively assessed	1	5	5	6	2
<b>SUBGROUP SCORES</b>					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested			0		
4. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets the Standard	94	98	91	92	95
% "Exceeding" State Standards					
Commended	58	30	46	42	39
Number of students tested	64	64	65	65	64
Percent of total students tested	96	96	96	90	97
Number of students alternatively assessed	3	3	3	7	2
Percent of students alternatively assessed	4	4	4	10	3
<b>SUBGROUP SCORES</b>					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
4. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets the Standard	98	98	94	98	100
% "Exceeding" State Standards					
Commended	69	58	57	36	32
Number of students tested	65	64	65	66	65
Percent of total students tested	97	94	96	92	100
Number of students alternatively assessed	2	4	3	6	0
Percent of students alternatively assessed	3	6	4	8	0
<b>SUBGROUP SCORES</b>					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested			0		
4. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets the Standard	100	98	95	100	95
% "Exceeding" State Standards					
Commended	53	50	64	55	37
Number of students tested	62	66	55	64	76
Percent of total students tested	97	94	85	85	94
Number of students alternatively assessed	2	4	10	11	5
Percent of students alternatively assessed	3	6	15	15	6
<b>SUBGROUP SCORES</b>					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested			0		
4. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Meets the Standard	100	99	96	97	97
% "Exceeding" State Standards					
Commended	70	72	72	49	24
Number of students tested	61	67	54	65	74
Percent of total students tested	95	93	84	88	95
Number of students alternatively assessed	3	5	10	9	4
Percent of students alternatively assessed	5	7	16	12	5
<b>SUBGROUP SCORES</b>					
1. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
2. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					
3. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested			0		
4. N/A					
% "Meeting" plus % "Exceeding" State Standard					
N/A					
% "Exceeding" State Standards					
N/A					
Number of students tested					