

***U.S. Department of Education***  
***2014 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Blanca M. Galindo

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

Official School Name Charles E. Nash Elementary School

(As it should appear in the official records)

School Mailing Address 401 Samuels Avenue

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

City Fort Worth    State TX    Zip Code+4 (9 digits total) 76102-2344

County Tarrant County    State School Code Number\* 220905148

Telephone 817-814-9400    Fax 817-814-9450

Web site/URL http://charlesnash.fwisd.org/pages/CharlesNash    E-mail blanca.galindo1@fwisd.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mr. Walter Dansby    E-mail: walter.dansby@fwisd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Worth ISD    Tel. 817-814-2020

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

\_\_\_\_\_  
Date

(Superintendent's Signature)

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

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

\_\_\_\_\_  
Date

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

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

## **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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 83 Elementary schools (includes K-8)
  - 28 Middle/Junior high schools
  - 14 High schools
  - 0 K-12 schools
- 125 TOTAL

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	20	40
K	14	24	38
1	19	20	39
2	27	18	45
3	13	21	34
4	25	9	34
5	24	19	43
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	142	131	273

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 21 % Black or African American
  - 69 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 5 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 0%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1	267
(5) Total transferred students in row (3) divided by total students in row (4)	0.004
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 38 %  
96 Total number ELL  
 Number of non-English languages represented: 6  
 Specify non-English languages: Spanish, Yoruba, Ewe, Swahili, French, and Kirundi
8. Students eligible for free/reduced-priced meals: 82 %  
 Total number students who qualify: 276

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %  
19 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.

- |                         |   |
|-------------------------|---|
| 2 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 1 Other Health Impaired                 |
| 0 Deaf-Blindness        | 7 Specific Learning Disability          |
| 0 Emotional Disturbance | 9 Speech or Language Impairment         |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes\_                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Charles E. Nash sets a high standard and exemplifies its motto "Where the best begins". The success in academic areas as well as in student discipline and community leadership has defined our school culture as being the best. Therefore, the mission is to increase the level of achievement of all students to prepare them for success in college, career, and community leadership. During the 2005-2006, Nash earned the honorable distinctions of rating either "Exemplary" or "Recognized" status from the Texas Education Agency (TEA). Specifically of the past eight school years, four of the years were "Recognized" status and three were "Exemplary". As the state accountability standards increased, the campus not only met the higher standards, but during the 2012-2013 school year the school was awarded Distinctions in Reading/ELA and increasing student achievement in the top 25% in the state. Charles E. Nash Elementary school embodies the vision and mission daily through innovative teaching and learning practices, including small classroom sizes, and targeted pullout interventions for all students. Having a full time social worker on staff, helps in differentiating the academic, social, and emotional needs of the students and families.

The campus is made up of 280 dynamic students from different backgrounds. Demographics show 69% of the student population is Hispanic, 21% are African American, 5% are White, and 5% other races. Of the student population, 82% are economically disadvantaged and 38% are English Language Learners (ELL). A majority of our parents are Spanish speaking only, therefore communication is vital to success. All correspondence is translated and through the support of bilingual staff members, volunteers, and parents, meetings with parents are able to be held as often as needed. The historic campus, built in 1928, still has the eclectic feel from that period, with hardwood floors, and stairwells that have been weathered and worn by the many little feet that have traveled them over the years. The fact that faculty members retire from Nash is proof of the love and dedication the teachers, community, and leadership have towards the vision of the school. Nash is a campus that sits tucked away in the northeast corner of downtown Fort Worth, with a successful, hardworking Parent Teacher Association (PTA) and strong community base. Nash is truly a community school with over 15,000 volunteer hours.

A local church has taken a vested interest in Nash and has supported the campus in many endeavors. The church works with the students in tutoring, mentoring, and community involvement. The church was also very instrumental in developing the Pamela Day Memorial Nature Trail located behind the school. The trail is used to extend learning from classroom to outdoor experiences.

A few years ago, a small law office downtown Fort Worth partnered with Nash. Because the lawyers observed students walking to school in unfavorable conditions without a coat, they provided every student with a winter coat. This unselfish act led to another company providing shoes for every student. To promote literacy, the Trinity River Campus of Tarrant County College (TCC) provides a mobile library on campus in the form of a small carriage that is filled with books for Nash students and parents. In 2012, the school was awarded a \$4,000 Play 60 grant to promote health and fitness. Every year the school community looks forward to our annual Turkey Trot, a Charles Nash tradition that promotes health and wellness through a fun run. During this event, students and families run a designated distance and winners are awarded with turkeys, medals, and certificates. This year the campus participated in the city's annual Cowtown 5K.

A local radio station adopted the campus many years ago and has continued to be a true blessing for Nash. They provide every student the toy of their choice during the Christmas season. In addition to this wonderful gift, the radio station also raises thousands of dollars for the school.

In 2009-2010, two local colleges partnered with our campus to promote college and career readiness. Trinity River Campus of Tarrant County College (TCC) and University of Texas at Arlington (UTA) created the Nash Academic Challenge. The challenge included all students attending the school in 2009. These cohorts of students are eligible to attend TCC tuition free for two years and can transfer to UTA with continued benefits and credits if they complete their academic career at Nash and graduate from the district. Nash stands tall and embody the motto "where the best begins"!

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

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

A) The Texas Assessment of Knowledge and Skills was the state criterion referenced test for 2008-2009, 2009-2010, and 2010-2011. On TAKS, students either Did Not Meet Standard, Met Standard, or achieved Commended performance. The TAKS Performance Level Descriptors for Met Standard exemplified what Texas wanted all students to minimally achieve at each grade level for each foundation subject area. Those for Commended Performance were the goals for the majority of students. The assessment was changed to the State of Texas Assessments of Academic Readiness (STAAR) in 2011-2012. The STAAR performance levels are: Level III—Advanced Academic Performance, Level II—Satisfactory Academic Performance, and Level I—Unsatisfactory Academic Performance. Performance Level Descriptors (PLDs) provide a snapshot of students' academic characteristics based on performance on a given STAAR assessment. PLDs are statements that describe the specific knowledge and skills students typically demonstrate at each performance level. In the state of Texas, the STAAR passing standards for students are being phased in for the Level II Satisfactory Academic Performance. The 2012-2013 school year was the second year of the STAAR test. Passing standards for each STAAR test are set on a vertical scale for the subjects of reading and math in grades 3 through 8.

B) The data for the 2012-2013 school year reflects the performance level of students based on a new accountability rating and new state assessment. Years 2008-2011 represents the data from the previous assessment known as Texas Assessment of Knowledge and Skills (TAKS). When reviewing the performance trends in the Reading and Math, students generally perform at very high levels of achievement. The campus has a history of high performance. In 2008-2009 and 2009-1010, Nash earned the highest possible rating, Exemplary. In 2010-2011, Nash was rated Recognized. State ratings were not issued in 2011-2012 because this was the first year of the STAAR test and a new accountability system was being developed. In 2012-2013, Nash was rated Met Standard; under the new system campuses could earned one of two ratings, Met Standards or Improvement Required. Students were scoring high as we concluded the TAKS era. There was a decline in student performance in 2012 when the new STAAR test was implemented. However, significant gains were made from 2012 to 2013 in Reading and Math for both third and fourth grades. Although the same gains were not observed in fifth grade, the scores remained high. The difference in fifth grade may be explained by the fact that in 2011-2012 there was only one administration of fifth grade reading and math test. In contrast, for 2012-2103, students enrolled in fifth grade had the opportunity to retake the reading or math test for a second or third time, if needed. This opportunity for multiple test administrations is afforded to students in fifth grade as part of the state's Student Success Initiative (SSI) because grade five students who fail the reading or math test are automatically retained in grade five for the following school year. When the single administration of 2011-2012 is compared to the combined first and second administrations of 2012-2013, there is a gain in the percentage of students who met the Level II Satisfactory Standard in grade five Math and little change in grade five reading. The teachers who are leading instruction in the tested areas have remained on campus for several years and have the knowledge and skills to prepare the students for mastery at high levels. In spite of the rigor of STAAR as compared to TAKS, there were significant increases of students scoring at the Satisfactory and Advanced Level. For example in third grade math, students increased thirty three points at the Level II Satisfactory and fifteen points at the Level III Advanced performance.

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

Nash participates in district assessments at the same level of rigor projected as seen on the state assessment. To ensure students are on target, curriculum based assessments (CBA) are given on a six weeks basis and cover skills that were introduced during the six weeks period. The resulting data guide instructional decisions by allowing teachers to see which students mastered the concepts and which need intervention daily. The CBA is important because it informs the teacher of instructional practices, if a concept needs to be retaught, cycled in continuously, or just used as reinforcement in a learning center. Continued monitoring of the impact of instructional practices is key to making adjustments that result in improved student learning. In addition to CBA , a variety of assessment data are used to improve student learning.

After about eighteen to twenty weeks of instruction, students participate in district benchmarks, which are used to mirror STAAR and designed to simulate what they would experience on actual state testing days. They have four hours to complete an assessment that covers all of the grade level expectations for the grade and content. These assessments are very telling when comparing the scores to the expectations of STAAR from the previous school year.

As the administrator, I challenge our teachers to always know their data. We engage in data driven conversations and plan for next steps based on the data. Observational data is key because we discuss best practices and ways to improve the levels of instruction in the classroom to directly impact student success. Documentation of interventions, progress monitoring, and the results of the intervention inform next steps as well. In order to know if the intervention is successful, we cannot wait until the next round of district assessments, that is why targeted student expectation specific assessments should be given frequently. This year we studied different types of assessments and learned that formative assessments are great checks for understanding and appropriate ways to gauge the level of understanding. Teachers do not always have the time to draft a formal assessment, but a quick exit ticket out the door, is an excellent indicator of whether the objective for the day was mastered.

Another very critical component to tracking student progress is to utilize the everyday classroom performance level data. Looking at class participation, ability to answer or pose thought provoking questions, independent work, and homework are important. Teachers must track, and teach the students how to track their performance. Every teacher has a data binder on each student to monitor performance. Our data room has very specific data on reading levels and assessment performance levels. The data room is interactive, in that students, not teachers, are able to move their cards based on progress.

The process is not complete without including parents and community. Parents are included in every step of the way, through conferences, and weekly progress notes that are sent home. The community is engaged in the Site Based Decision Making Committee and other school/community events.

### **3. Sharing Lessons Learned:**

Our campus has earned either Recognized or Exemplary in the past eight school years and because of the success, many teachers or those aspiring to become teachers participate in classroom observations of our teachers' classes. Our Prekindergarten classes have been featured in many of the district sponsored advertisements about the program or academics in general. At Nash, we are a professional learning community (PLC) and spend time as a faculty discussing instructional strategies and best practices in instruction. Teachers critique the work of their colleagues and offer relevant instructional strategies to use in their class.

Our campus participated in Formative Assessment trainings in which a team of three teachers and the principal had to teach and demonstrate how formative assessments can be used in the classroom to extend the learning in non-traditional ways in the classroom. On district professional development days, our Kindergarten teacher has served as a presenter of Early Literacy for teachers from a variety of campuses.

As a district, we participate in the Classroom Curriculum Connection that is offered every six weeks. Various departments offer interactive classes in which teachers can not only get additional resources and participate in modeled lesson, but can also collaborate with other colleagues and share ideas on lesson planning and development.

Data is what drives every decision on our campus. As the instructional leader, I ensure that all staff not only know how to read the data, but truly understands what it means and what the implications are. We meet individually and as teams to discuss next steps with assessment data, behavioral data, attendance data, medical data (including emotional/wellness), surveys (student, staff, and parents), etc. It is important that we "go visual" meaning that the data, especially assessment data, is not hidden. In the hallways, we have our data in comparison to schools in our pyramid, district, and comparable schools throughout the state. We

track every student in reading on the Istation data board, and grade level progress on smaller content area boards.

We have ongoing discussions regarding data on our campus, and create informal individualized educational plans (IEP) for each student. Nash is active in the Learning Network meetings where the campus share best practices in student learning and data trends. Another example of the way Nash has shared lessons learned was a recent presentation to a local business organization that was interested in learning how the campus achieved high levels.

#### **4. Engaging Families and Community:**

Without the collaborative partnerships Nash has established with parents and community partners, the school would not be as successful as it has been. Through the Site Based Decision Making (SBDM) Team Nash is able to goal set and discusses the progress of the Campus Improvement Plan. The team is comprised of teachers, parents, business and community members: the team meets on a monthly basis. Communication is critical in making sure that all stakeholders are informed about what is happening at Nash and in the District in general. Every week, parents receive the Wednesday Mail, which includes dates and reminders of important events occurring on campus. The correspondence is sent in English and Spanish in order to accommodate the needs of the families. As an added measure, information is posted on the school website, the PTA website, and on the school marquee. ParentLink, a new tool introduced by the school district, allows administrators to send out messages via phone, text, or email. After downloading the FWISD mobile app, the person who is receiving the message, can select the language to whatever their language preference may be.

Nash is also very fortunate to have a Parent Liaison and full time counselor. The Parent Liaison works very closely with parents by being a resource to parents and hosting classes on healthy living, cooking and exercising, homework help, medical/health information, and other programs that extend the learning from school to home. The counselor works primarily with the students, but is a resource to parents on mental and emotional well-being, uniforms assistance, and supports the school by providing information about resources available to families, feeding programs, and the annual Blood Drive.

Because the campus is located downtown, Nash often has many interested parties wanting to help in some way. There is a group of retired judges who likes to volunteer their time reading to our students. The school is small but has a huge volunteer base, particularly parents. Parents understand the importance of being involved and are very active. Additionally, our PTA is instrumental in raising funds to meet the needs of our campus. Each of these activities and many more have contributed to the success of students at Charles Nash allowing us to achieve our motto of being “where the best begins”.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The FWISD instructional program addresses the specific academic needs of every content and grade level through the design of lessons based on the student expectations and TEKS as governed by the state of Texas. Curriculum writers from every department add their recommended lessons/activities in the curriculum frameworks. The pacing guides, which can also be found in the frameworks, ensure that the information is presented in a logical order and that concepts are introduced in a manner that allows concepts to be progressive. Every department utilizes the Curriculum Frameworks. All concepts in the curriculum frameworks has enduring understandings and essential questions embedded throughout the curriculum.

Reading/English Language Arts - Early Childhood introduces an integrated curriculum to students in Prekindergarten and Kindergarten because research states students at that age learn better through themes. The Reading ELA department uses a balanced literacy approach in first and second grades and in third through fifth grades, the lessons are designed as a reading workshop.

Mathematics - The mathematics department has a similar approach in that learning experiences a based on the state expectations and local standards. One of the main objectives is to teach students how to become better problem solvers.

Science - Instruction in every science classroom model and provides opportunities for students to participate in scientific inquiry as they experience the wonders of science. A rich variety of cognitively appropriate strategies and resources are utilized so that all students have opportunities to experience both success and challenges. Using inquiry implies involvement that leads to understanding. The environment in every science classroom has students actively constructing knowledge by being engaged in observing, questioning, investigating, problem solving, predicting, evaluating, and communicating ideas.

Social Studies – The Social Studies curriculum is a standards based state aligned curriculum K-12. The K-5 program builds prior knowledge, skills, concepts, and analytical thinking to prepare the students for a higher level education. Social studies is not tested by the state until 8th grade. Therefore, the foundation of learning is important for the elementary student so that all strands are built upon from grade to grade.

The overall big ideas for grades K-5 are: K-2 - the study of self, others, family, friends, home and school; 3rd grade- focuses on local community and government; 4th grade - Texas History; 5th grade U.S. history 1776 through present. Students study 8 strands in their social studies class and the standards are structured under the strands of: History Government, Economics, Geography, Citizenship, Culture, Science/Technology and Society.

Visual/Performing Arts – The Visual/Performing Arts department provides an equitable opportunity for all students to enroll in Visual Arts courses. The department promotes the building of capacity for sustained academic improvement on the campus level and connects the Visual Arts to the academic courses where appropriate. There are State-of-the-art Visual Arts supplies, materials, equipment, and facilities with continuing equipment upgrade and replacement. The curriculum develops a community of student artists and art educators.

Physical Education/Health/Nutrition-With grant funds from the Sid W. Richardson Foundation, the district initiated wellness teams on each of its campuses. These teams are led by Local Wellness Coordinators who monitor the implementation of health and physical education instruction on the campus, as well as create and facilitate at least one wellness activity or program that involves parents, school staff, and community members.

Technology- Digital adventures in teaching and engagement intergrade interactive whiteboards in every classroom and in all areas of the curriculum in order to extend learning to the application level. Students, teachers, administrators and all support personnel have the opportunity to become fluent in the current technologies in order to create innovative environments for 21st century skills.

## **2. Reading/English:**

The district's instructional framework uses a common set of practices and brings coherence to the literacy program. The core curriculum for reading is built on the balanced literacy approach. The heart of the balanced literacy approach is small group guided reading where groups work with authentic text at their instructional reading level with their teacher to engage a variety of lessons. The teacher guides the readers with before, during, and after reading strategies for use when reading. Students progress through fluid reading groups throughout the year. There are benchmarks established which help guide teachers with the beginning, middle, and end of year expectations. Reading levels are also shared with the librarian so that students select books that will be enjoyable and appropriate for them to successfully read on their own.

Students in first grade, participate in a special reading pullout program endorsed by the Mayor and FWISD Superintendent to promote literacy. First graders are paired with a reading coach who works on the fundamentals of reading for thirty minutes per session. Although the program specifically targets first grade students, the volunteers for Nash also tutor and promote literacy in second grade. A collaborative partnership with the Securities and Exchange Commission has helped to improve the reading levels of students in both grade levels.

Students are also tested on a monthly computer adaptive program and are engaged in targeted lessons based on their scores. To hold all students accountable, the students participate in a card changing activity in the data room. Every student has a card that indicates their monthly reading level score. Based on their progress, the students will move up or down to the previous level, or make no change. Those who improve are celebrated and rewarded with an incentive. The students who remained at the same level or moved down are encouraged, but goal settings conferences are held to keep them on target for the next assessment.

Following the Response to Intervention (RTI) process ensures that Nash meets the needs of all students. Intervention, acceleration, or extension time is determined by the tier. Students who are below grade level receive up to 60 minutes of intervention and those who are slightly below, receive 30 additional minutes of intervention. Students on or above grade level work with the teacher in small groups to extend their learning. Some students are pulled out for remediation or acceleration, depending on their need.

## **3. Mathematics:**

Nash has high expectation for all mathematics classrooms. Students are expected to articulate what they are learning and why. Teachers provide lessons that teach to the state standards in a variety of ways. Students are cooperatively grouped or paired, and engage in peer to peer communication as well as student to teacher using accountable talk. The thinking process is modeled daily and students explain their point of view with evidence. Student's work artifacts and exemplars are displayed and celebrated. Math word walls are used to increase understanding of concepts by providing examples of non-linguistic representations. Students are expected to use the mathematical language throughout their lesson in context. In the classroom students justify answers using objects, words, pictures, expressions and technology.

Teachers provide opportunities for small group intervention in the core instructional block. Teachers also follow a 90 minute blue print for instruction that differentiates learners for students in small group instruction and center activities, followed by closing the lesson with reflection by summarizing the learning outcomes and what was taught.

Learning centers consist of games created to support state standards. Small group is determined based on daily assessment, quick checks. Students are provided a mini lesson of the concept in which they are having difficulty. Other students practice skills that have been taught in centers or games.

The assessment of students' learning is through formative assessments: Progress Check Product (project based learning) and check for understanding in daily work, as well as Curriculum-Based Assessment (CBA) and benchmark assessments. Students take basic fact mastery markers on each week in core instruction. The

results of these assessments are used to adjust and improve instruction both during and after the learning occurs.

Students performing below grade level receive additional small group time with the teacher and pullouts with the math tutor during the day to improve their mathematics skills. Students who are above grade level participate in independent projects and computer activities that challenge and extend the learning process and continue to increase their mathematics skills.

#### **4. Additional Curriculum Area:**

Students in an urban area such as Nash often have fewer opportunities to experience and interact with nature. Therefore, Nash has a special focus on science instruction. It is the mission of the school to ensure that students at Nash have equal or greater opportunities than that of their suburban peers. Nash is currently exploring a partnership with a local university to provide additional hands on and investigative activities. Teachers use the Curriculum Framework to see at a glance what will be taught every six weeks, as well as any instructional materials and consumable items are needed. The framework has many embedded videos and other activities that help make the lessons more engaging. The pacing guide shows the instructional concepts to be presented throughout the year; this helps in planning for tutorials and learning experiences. The master schedule is arranged so that the PE teacher is available to assist with small group lessons and hands on investigations in the science lab with fifth grade students. When the lab is unavailable, the investigation kits are prepared so that the experiments can take place in the classroom. Students have the opportunity to experience the lesson, be assessed, and provided with constructive feedback on their progress. Students also participate in outdoor learning experiences such as an herbal garden on campus, a nature trail behind the school, and participate in district sponsored field trips to a local camp. It is important for students to have as many experiences with Science as possible, so the campus provides tickets of admission for all students and their families to a family night at a local science and history museum. A district science specialist plans with the science teacher, creates lessons, assists in the science lab, and delivers professional development sessions to build campus capacity in the area of science.

#### **5. Instructional Methods:**

The key to the success of any classroom at Nash is the level of differentiation provided for each student. Students at the campus are all unique and require a specific level of differentiation to meet their need. So, from the PreKindergarten classes through fifth grade, lessons are differentiated. In general, all classes provide Tier 1 instruction, which is appropriate for all students. However, during small group instruction time, tier 2 and tier 3 strategies are put into place. Students who require tier 3 instruction are seen not only by the teacher, but also by an additional staff member, whether it is the reading or math tutor or the teacher assistant. Nash follows the Response to Intervention (RtI) process to ensure that students receive the best and most targeted level of support in academics and behavior. The students who are at Tier 1 level are also seen by the teacher for enrichment as well as a GT pullout person who works with a talent pool of students. The students participate in the FWISD Gifted and Talented Social Studies Curriculum which includes supplemental activities such as conducting interviews or creating history fair projects, both of which are application of real life skills. After every CBA, data meetings are held to review the data and devise a plan of action of how the teacher will intervene with the students. During the meetings, a reteaching plan is created, materials are selected, and the team determines how they will progress monitor the effectiveness of the intervention. There are a small number of students who have been identified as dyslexic. Those students participate in a pullout program utilizing specialized materials to meet their need. Students who need differentiated instruction for behavior utilize targeted strategies to meet their individual needs such as behavioral contracts. This allows the students to remain in the regular classroom while applying strategies for self-management; this reduces a loss of instructional time.

Students who fall under the Special Education or 504 umbrella have very specific plans of differentiation that we follow. Teachers follow individualized educational plans (IEP) for students that are identified as special education and meet their very specific need through modifications and accommodations. The

Special Education teacher plans with the general education teacher to help design appropriate lessons for the students with such plans. Assessment data based on their instructional level guides this process.

## **6. Professional Development:**

Professional development for Nash is aligned to the Campus Education Improvement Plan (CEIP). Near the end of the school year, the staff works together to plan the professional development for the following year. Data driven discussions directly impact next steps in regards to student achievement. The team makes informed decisions on how to proceed based on the instructional needs of the students at Nash and instructional methods of teachers. For example, the campus has a growing English Language Learner population, therefore, professional development directly related to best practices regarding with this type of learner would be beneficial. Learning key strategies to approach this specific type of learner will increase student achievement at high levels. The professional development plan is a live document that is ever changing which encourages continuous improvement. Nash has a professional learning community that commits to being the best by staying current with best instructional practices and curriculum development.

The district currently offers classroom connections curriculum every six weeks. These sessions are designed to strengthen the instructional lesson planning and delivery across contents. As a campus, Nash will deepen the knowledge of studying student work; implement the English Language Proficiency Standards, and best practices in working with students of poverty. Network specialists and teacher leaders will be a vital part in the planning and delivery of upcoming professional development at Nash.

Teachers are encouraged to further their knowledge, whether it is through coursework, participating in conferences, or observations. The expectation is that whatever the teacher engages in, they must come back to redeliver and share their findings with the staff. Teacher leaders are created, cultivated, and nurtured at Charles Nash Elementary.

## **7. School Leadership**

As a leader, it is necessary to work hard to influence change and create other leaders. Leaders inspire others to try it another way, when in fact it seems that all possibilities are exhausted. Leaders instill in others the desire to always do their personal best, no matter what! This is the standard at Charles Nash Elementary School. A leader is one who listens, is knowledgeable, compassionate, trustworthy, and approachable. Operating on some of these basic qualities increases the likelihood of success. Currently, the leadership at Nash is made up of administrators, counselor, and teacher leaders. Leadership does not stop at those named on the team. Capacity is built throughout the campus and is encouraged among all who are connected to Nash, no matter their role. There are days when staff has to wear multiple hats. For example, the clerk has to become the nurse, the principal the custodian, or a parent the cafeteria monitor. The expectation is for all to step out of the box and be challenged to try something out of the ordinary. A few reasons why the campus has experienced success thus far are due to the willingness to adjust teaching techniques, the creation of a trusting, risk-free environment, and crucial conversations regarding data.

Decisions are always made based on what is best for students, not what is necessarily convenient for adults. Teamwork is another key contributor to the success of the campus. The teachers are knowledgeable professionals who have many years of experience under their belts. Next year, a student council will be formed in order to facilitate leadership among the student base. Next year, grade level leaders will be given even more opportunities to increase their leadership to take their team to the next level. Nash has been successful for a long time, and it is because of the leadership throughout the campus! Leadership should not only be seen in administration, teaching faculty, and students, but also among the very active parent group or Parent Teacher Association (PTA). The school works hard to ensure that parents play an active role in the education of the students and the success the school. The unity of all stakeholders is evidence that exemplifies the motto of “where the best begins”.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** State of Texas

**Test:** STAAR 2012-13/TAKS 2009-2011

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level II / Met Standard	100	67	95	77	86
Level III / Commended	32	17	41	17	31
Number of students tested	25	36	41	35	29
Percent of total students tested	100	100	100	100	96
Number of students tested with alternative assessment	2	4	0	0	1
% of students tested with alternative assessment	6	10	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level II / Met Standard	100	66	94	76	86
Level III / Commended	25	17	31	15	18
Number of students tested	20	29	32	34	22
<b>2. Students receiving Special Education</b>					
Level II / Met Standard			80		
Level III / Commended			20		
Number of students tested	0	1	5	2	0
<b>3. English Language Learner Students</b>					
Level II / Met Standard	100	64	92	67	91
Level III / Commended	17	9	38	8	18
Number of students tested	6	11	13	12	11
<b>4. Hispanic or Latino Students</b>					
Level II / Met Standard	100	67	93	72	78
Level III / Commended	33	19	37	20	22
Number of students tested	12	27	27	25	18
<b>5. African- American Students</b>					
Level II / Met Standard	100	63	100	100	100
Level III / Commended	25	0	29	14	29
Number of students tested	8	8	7	7	7
<b>6. Asian Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	1	0	0	0	0
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	1	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Level II / Met Standard			100		
Level III / Commended			67		
Number of students tested	4	1	6	3	4
<b>10. Two or More Races identified Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					

**NOTES:** The Texas Assessment of Knowledge and Skills was the state criterion referenced test for 2008-09, 2009-10, and 2010-2011. The TAKS Performance Level Descriptors for Met the Standard exemplify what Texas wants all students to minimally achieve at each grade level for each foundation subject area. Those for Commended Performance are the goals for the majority of our students. The assessment was changed to the State of Texas Assessments of Academic Readiness in 2011-2012 and 2012-2013. The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** State of Texas

**Test:** STAAR 2012-13/TAKS 2009-2011  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level II / Met Standard	98	62	93	97	97
Level III / Commended	40	10	48	31	48
Number of students tested	40	39	29	29	31
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment	3	1	1	0	0
% of students tested with alternative assessment	7	3	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level II / Met Standard	97	41	93	96	96
Level III / Commended	40	0	44	22	42
Number of students tested	35	32	27	23	26
<b>2. Students receiving Special Education</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	1	2	4	3	1
<b>3. English Language Learner Students</b>					
Level II / Met Standard	92	50	83	100	90
Level III / Commended	42	0	33	13	30
Number of students tested	12	6	6	8	10
<b>4. Hispanic or Latino Students</b>					
Level II / Met Standard	97	50	95	95	96
Level III / Commended	48	8	50	26	48
Number of students tested	29	26	22	19	25
<b>5. African- American Students</b>					
Level II / Met Standard	100	75	83	100	
Level III / Commended	11	0	33	20	
Number of students tested	9	8	6	5	3
<b>6. Asian Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Level II / Met Standard					
Level III / Commended					

Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Level II / Met Standard		100		100	
Level III / Commended		40		60	
Number of students tested	1	5	1	5	2
<b>10. Two or More Races identified Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	1	0	0	0	0
<b>11. Other 1: Other 1</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					

**NOTES:** The Texas Assessment of Knowledge and Skills was the state criterion referenced test for 2008-09, 2009-10, and 2010-2011. The TAKS Performance Level Descriptors for Met the Standard exemplify what Texas wants all students to minimally achieve at each grade level for each foundation subject area. Those for Commended Performance are the goals for the majority of our students. The assessment was changed to the State of Texas Assessments of Academic Readiness in 2011-2012 and 2012-2013. The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** State of Texas

**Test:** STAAR 2012-13/TAKS 2009-2011  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level II / Met Standard	77	85	96	92	100
Level III / Commended	11	24	58	61	65
Number of students tested	35	33	24	36	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	0	0	1
% of students tested with alternative assessment	3	3	0	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level II / Met Standard	73	81	100	90	100
Level III / Commended	7	19	53	60	75
Number of students tested	30	26	19	30	20
<b>2. Students receiving Special Education</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	1	4	3	1	3
<b>3. English Language Learner Students</b>					
Level II / Met Standard	60				
Level III / Commended	0				
Number of students tested	5	4	3	2	2
<b>4. Hispanic or Latino Students</b>					
Level II / Met Standard	75	81	94	92	100
Level III / Commended	13	22	59	69	64
Number of students tested	24	27	17	26	22
<b>5. African- American Students</b>					
Level II / Met Standard	71	100			
Level III / Commended	0	33			
Number of students tested	7	6	4	4	0
<b>6. Asian Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Level II / Met Standard					
Level III / Commended					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	1	0
<b>9. White Students</b>					
Level II / Met Standard				80	
Level III / Commended				40	
Number of students tested	4	0	3	5	1
<b>10. Two or More Races identified Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					

**NOTES:** The Texas Assessment of Knowledge and Skills was the state criterion referenced test for 2008-09, 2009-10, and 2010-2011. The TAKS Performance Level Descriptors for Met the Standard exemplify what Texas wants all students to minimally achieve at each grade level for each foundation subject area. Those for Commended Performance are the goals for the majority of our students. The assessment was changed to the State of Texas Assessments of Academic Readiness in 2011-2012 and 2012-2013. The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** State of Texas

**Test:** STAAR 2012-13/TAKS 2009-2011  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level II / Met Standard	81	72	90	90	90
Level III / Commended	19	15	45	31	43
Number of students tested	32	39	40	35	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	1	0	0
% of students tested with alternative assessment	6	3	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level II / Met Standard	77	75	87	85	91
Level III / Commended	8	16	35	29	32
Number of students tested	26	32	31	34	22
<b>2. Students receiving Special Education</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	1	4	2	2
<b>3. English Language Learner Students</b>					
Level II / Met Standard	62	71	83	75	82
Level III / Commended	8	0	42	42	27
Number of students tested	13	14	12	12	11
<b>4. Hispanic or Latino Students</b>					
Level II / Met Standard	74	69	88	84	84
Level III / Commended	11	14	38	32	26
Number of students tested	19	29	26	25	19
<b>5. African- American Students</b>					
Level II / Met Standard	88	78	86	86	100
Level III / Commended	25	11	57	14	71
Number of students tested	8	9	7	7	7
<b>6. Asian Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Level II / Met Standard					
Level III / Commended					

Number of students tested	0	0	1	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Level II / Met Standard			100		
Level III / Commended			67		
Number of students tested	4	1	6	3	4
<b>10. Two or More Races identified Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					

**NOTES:** The Texas Assessment of Knowledge and Skills was the state criterion referenced test for 2008-09, 2009-10, and 2010-2011. The TAKS Performance Level Descriptors for Met the Standard exemplify what Texas wants all students to minimally achieve at each grade level for each foundation subject area. Those for Commended Performance are the goals for the majority of our students. The assessment was changed to the State of Texas Assessments of Academic Readiness in 2011-2012 and 2012-2013. The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** State of Texas

**Test:** STAAR 2012-13/TAKS 2009-2011  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level II / Met Standard	83	76	93	83	90
Level III / Commended	15	11	25	17	23
Number of students tested	41	38	28	29	31
Percent of total students tested	100	97	100	100	100
Number of students tested with alternative assessment	3	2	2	0	0
% of students tested with alternative assessment	7	5	7	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level II / Met Standard	81	58	92	78	88
Level III / Commended	14	6	23	13	8
Number of students tested	36	31	26	23	26
<b>2. Students receiving Special Education</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	1	1	3	3	1
<b>3. English Language Learner Students</b>					
Level II / Met Standard	69	40	80	50	80
Level III / Commended	8	0	0	0	0
Number of students tested	13	5	5	8	10
<b>4. Hispanic or Latino Students</b>					
Level II / Met Standard	86	68	90	74	88
Level III / Commended	14	4	29	16	20
Number of students tested	29	25	21	19	25
<b>5. African- American Students</b>					
Level II / Met Standard	70	88	100	100	
Level III / Commended	10	25	17	20	
Number of students tested	10	8	6	5	3
<b>6. Asian Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Level II / Met Standard					
Level III / Commended					

Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Level II / Met Standard		100		100	
Level III / Commended		20		20	
Number of students tested	1	5	1	5	2
<b>10. Two or More Races identified Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	1	0	0	0	0
<b>11. Other 1: Other 1</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					

**NOTES:** The Texas Assessment of Knowledge and Skills was the state criterion referenced test for 2008-09, 2009-10, and 2010-2011. The TAKS Performance Level Descriptors for Met the Standard exemplify what Texas wants all students to minimally achieve at each grade level for each foundation subject area. Those for Commended Performance are the goals for the majority of our students. The assessment was changed to the State of Texas Assessments of Academic Readiness in 2011-2012 and 2012-2013. The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** State of Texas

**Test:** STAAR 2012-13/TAKS 2009-2011  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level II / Met Standard	85	88	91	92	96
Level III / Commended	35	13	39	44	29
Number of students tested	34	32	23	36	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	2	1	0	0
% of students tested with alternative assessment	6	6	4	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level II / Met Standard	83	84	94	90	95
Level III / Commended	28	8	53	33	24
Number of students tested	29	25	18	30	21
<b>2. Students receiving Special Education</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	3	2	0	3
<b>3. English Language Learner Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	4	3	2	0	2
<b>4. Hispanic or Latino Students</b>					
Level II / Met Standard	83	88	88	92	96
Level III / Commended	26	15	59	42	26
Number of students tested	23	26	16	26	23
<b>5. African- American Students</b>					
Level II / Met Standard	86	83			
Level III / Commended	57	0			
Number of students tested	7	6	4	0	0
<b>6. Asian Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Level II / Met Standard					
Level III / Commended					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Level II / Met Standard				80	
Level III / Commended				60	
Number of students tested	4	0	3	5	1
<b>10. Two or More Races identified Students</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level II / Met Standard					
Level III / Commended					
Number of students tested					

**NOTES:** The Texas Assessment of Knowledge and Skills was the state criterion referenced test for 2008-09, 2009-10, and 2010-2011. The TAKS Performance Level Descriptors for Met the Standard exemplify what Texas wants all students to minimally achieve at each grade level for each foundation subject area. Those for Commended Performance are the goals for the majority of our students. The assessment was changed to the State of Texas Assessments of Academic Readiness in 2011-2012 and 2012-2013. The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark.