

**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. Kathryn McMillan

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

Official School Name Cielo Vista Elementary School

(As it should appear in the official records)

School Mailing Address 9000 Basil Court

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

City El Paso                      State TX                      Zip Code+4 (9 digits total) 79925-4021

County El Paso County                      State School Code Number\* 071902151

Telephone 915-236-8375                      Fax 915-599-2965

Web site/URL http://cielovista.episd.org                      E-mail kbmcmill@episd.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. Juan Cabrera                      E-mail: superintendent@episd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Paso Independent School District                      Tel. 915-230-2000

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 Mr. Dee Margo  
(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):
- 58 Elementary schools (includes K-8)
  - 16 Middle/Junior high schools
  - 11 High schools
  - 0 K-12 schools
- 85 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. 3 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	28	20	48
K	28	26	54
1	23	33	56
2	25	24	49
3	21	13	34
4	22	25	47
5	30	14	44
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>	177	155	332

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 3 % Black or African American
  - 76 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 16 % White
  - 3 % 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: 27%

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	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	53
(3) Total of all transferred students [sum of rows (1) and (2)]	89
(4) Total number of students in the school as of October 1	332
(5) Total transferred students in row (3) divided by total students in row (4)	0.268
(6) Amount in row (5) multiplied by 100	27

7. English Language Learners (ELL) in the school: 19 %  
65 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Spanish, Hindi, Telugu, Lithuanian, Cantonese
8. Students eligible for free/reduced-priced meals: 46 %  
 Total number students who qualify: 154

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: 15 %  
50 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.

8 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	30 Speech or Language Impairment
1 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	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 16:1

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%	97%	97%	97%	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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Cielo Vista Elementary was built in El Paso, Texas in 1968, in what was then known as the “far east side” of El Paso. Since then, forty six years of expansive growth toward the east El Paso County line has situated the campus in what is now considered “central El Paso.” For nearly half a century, the personal ownership of the entire school community has endorsed the school’s mission---”The Cielo Vista Community will work together to provide challenging and diverse learning opportunities in a safe, nurturing environment, empowering students to become life-long learners and responsible citizens.”

A working lower-to-middle class neighborhood school, Cielo Vista has educated generations of families. Historically, the school has maintained its academic and caring efforts. Walking the halls provides a visitor the concrete hallmarks of the school--children recognized and celebrated, instruction and learning acknowledged, and children empowered through their inquiring and learning.

Cielo Vista serves a student body that is unique to the familial characteristic of its neighborhood. Local residents return to a school that served their educational needs and aspirations when they were students. Alumni register their own children in a setting that once nurtured them and their siblings, their friends, and their community.

The school’s proximity to the United States-Mexico border and to Fort Bliss, the second largest Army installation, contributes to the school’s demographic diversity. Children from south of the border, from military global backgrounds, and our local residents comprise a challenging 27% mobility rate. Yet, as soon as any of these children enrolls, our grade level teachers gather academic data that provides the student’s academic strengths and needs. Individual instruction, assessments and interventions are provided as needed. Our welcoming professional community of highly qualified educators ensure that each child is given the best education and care.

As a milestone, our diverse student population includes 46% economically disadvantaged, 76% Hispanic, and 25% military. Cielo Vista’s academic success in the Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessment of Academic Readiness (STAAR) are noted. We believe that the diversity of our student population has contributed immensely to our academic success.

The cultural diversity in our school is interwoven into our class instruction, especially in literature, art, fine arts, and music. Student cultural products are displayed in the hallways and classrooms, questions and insights are welcomed in the classrooms, and multicultural celebrations are honored at Cielo Vista throughout the school year. Cielo Vista’s integrated instruction and student learning were recognized by the Texas Business and Education Coalition from 2007 to 2011. As a result of the same integration, for three consecutive years, our students were recognized for their participation in Destination Imagination, an international program that acknowledges excellence in creative original problem solving projects.

The Cielo Vista Bobcat pledge states, “I pledge to do my ‘Bobcat Best--- to be trustworthy, respectful, responsible, fair, caring, and to be a good citizen. I will try to have the courage to do the right thing.” Each month, a value such as courtesy, endurance, and knowledge, is promoted at Cielo Vista. At the beginning of the school day, each class has fifteen minutes to personally reflect on the value of the month. Teachers nominate children who display the core value, and those children are publicly recognized at the end of each month. Also, our students show their caring and good citizenship in their community service projects such as teaming with the University of Texas El Paso to collect food for the needy in the community. Fifth graders are invited to develop and execute an outstanding service project that will benefit the community. Those students who fulfill the service project requirements receive the school’s traditional Cielo Vista Humanitarian Award during their end-of-year awards assembly.

The importance of family and community support is evident in our very active PTA, the many business and community partners-in-education, and the multitude of volunteer hours contributed to the school. Sign-in sheets for all parental participation reflect the immense interest and involvement of parents and community

in the school life of each child. Parents, grandparents, and community members know that Cielo Vista's doors and heart are always open to them.

The Blue Ribbon School nomination has brought national and state spotlights to all that our school means to our neighborhood and our school district. This recognition has brought deeper credence to our school's motto: "Each child, each day, meeting success in every way." Our location, our demographic profile, our history, and our love for our students are soundly capped in Cielo Vista Elementary's significant role as a "beacon of excellence."

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

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

1a. The Texas Assessment of Knowledge and Skills (TAKS) administered to 3rd-11th grade students in Texas until 2010-2011 measured each student's success in learning the Texas Essential Knowledge and Skills (TEKS) which are the state curriculum standards. Student performance was rated as Did Not Meet Standard, Met Standard, or Commended. School performance was evaluated for All Students and the following sub-groups: African Americans, Hispanic, White and Economically Disadvantaged. The state awarded school accountability ratings of Unacceptable, Acceptable, Recognized or Exemplary.

The State of Texas Assessments of Academic Readiness (STAAR) was first administered in the 2011-2012 school year. STAAR tests the TEKS that are now vertically aligned from Kindergarten through 12th grade in all subject areas so that Texas students will be college ready by high school graduation. The assessment is more rigorous and focuses on evaluating critical thinking and processing skills in students. Student performance is rated as Level I: Unsatisfactory Academic Performance; Level II: Satisfactory Academic Performance; or Level III: Advanced Academic Performance. The new Texas state accountability ratings established for 2012-2013 are based on four performance indexes: Student Achievement with a target score of 50, Student Progress with a target score of 30, Closing Performance Gaps with a target score of 55 and Postsecondary Readiness which is not evaluated for elementary schools at this time.

1b. From 2008-2011, Cielo Vista's outstanding performance earned the highest accountability ratings of Exemplary and Recognized as well as the state's highest award for student performance, Commended Recognition, in Reading/ELA and Mathematics. For the new rating system in 2012-2013, Cielo Vista scored 94 on student achievement, 43 on student progress, and 92 on closing performance gaps. With the new performance index system in place, campuses in 2013 were rated as Met Standard, Improvement Required or Not Rated. Cielo Vista Met Standard with Distinction designations recognizing Outstanding Achievement in ELA/Reading and Mathematics. Cielo Vista also met the system safeguards which are disaggregated performance results of the state accountability system that serve to ensure that poor performance in one area or one student group is not masked in the performance index.

When reviewing five years of student performance data, 95% of all students tested at Cielo Vista met Level II Satisfactory Academic Performance in Reading/ELA. 95% of Economically Disadvantaged, Hispanic, and White student groups, as well as 92% of English Language Learners met Level II Satisfactory Academic Performance in Reading/ELA. 94% of all students tested at Cielo Vista met Level II Satisfactory Academic Performance in Mathematics. The percentage of Level II Satisfactory Academic Performance for sub-groups is also high with 95% for the Hispanic student group and 92% for Economically Disadvantaged, English Language Learners, and White student groups.

Assessment results for 2012-2013 for all students and each subgroup do not show significant performance gaps except in fourth grade reading where 96% of all students met Level II Satisfactory Academic Performance and only 80% of the white student group met the same criteria. By analyzing individual student performance and implementing appropriate instruction and intervention, we anticipate closing that gap during this year's assessments.

Cielo Vista does not focus only on the meeting of state assessment expectations, but preparing students with a solid, strong education in reading and mathematics. Students scoring Commended on TAKS are considered to meet a high level of mastery and on average 49% of our students received Commended in reading and 64% in mathematics. The new more challenging STAAR assessment uses the term Advanced to measure high academic performance and 34% of our students met that distinction in Reading and 35% in mathematics.

When the STAAR assessment was first given, Texas schools had the TEKS, student expectations, and blueprints of the assessments but did not have a history of past assessments to study and to prepare students for the rigor of the questioning. Cielo Vista focused on delivering excellent instruction and holding high

expectations for student learning and our students performed exceptionally well on the assessments. Cielo Vista does not teach to a test, it teaches so that each child learns.

The STAAR is in a three stage phase-in process to give schools time to adjust instruction to reach the more rigorous state recommended standard. Cielo Vista is studying information that the state has provided showing the 2012-2013 student performance converted to the phase II and the recommended standards. This information gives us new challenges for instruction and room for faculty growth. All of this will help our students be the best educated that they can be when they complete their education at Cielo Vista Elementary School.

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

Cielo Vista uses assessment results to guide instruction for all students and to differentiate instruction for students who are not at grade level, who have not shown annual growth, and/or with students who have surpassed expectations. Teachers analyze assessments as a beginning part of the instructional cycle so that they know the varied ways that student expectations will be assessed. This gives teachers an opportunity to prepare instruction with the end in mind and to prepare for possible student learning difficulties.

Students are actively involved in monitoring their academic progress by reviewing assessments and analyzing errors so they will not be repeated. There is continuous communication between the school and home so that parents are aware and supportive of their child's academic progress. School performance on state assessments is made available to all via school announcements, publications, and other sources such as the school's webpage.

The data comes from a variety of assessments. Instruction and student progress is monitored using the Texas Primary Reading Inventory; Istation, a state mandated reading program that provides data and differentiated interventions; Texas Assessment of Knowledge and Skills/ State of Texas Assessments of Academic Readiness and the Texas English Language Proficiency Assessment System; and Think through Math, a state math program that provides data and differentiated instruction. In addition, teachers use informed observations, student interactive journals/notebooks, and formative assessments that are embedded in the instruction.

Once assessment results are collected, teachers and instructional coaches disaggregate the data. The team not only looks at the number of students who missed a question but also look at the question itself--how it was asked, any distractors it had, and the specific problems that students might have had in understanding and answering the problem. Teachers assist all students in improving their learning and also celebrate students who have improved..

Instruction is driven by the data that is obtained. It helps to plan and adjust instruction so that it better meets the needs of students. The faculty meets consistently in Professional Learning Communities to collaborate vertically and horizontally. Because teachers have high expectations for themselves as well as for their students, they also examine their teaching and what they could have done and/or will do differently to improve student performance and confidence. When a teacher has been successful in a particular objective, he/she shares the strategy with others, therefore, improving all instruction in the school.

Teachers also convey performance and instructional information to the school tutors and discuss ways that the instructional interventions can be most effective. For example, the Mentor Program was established to pair a child who is struggling academically, behaviorally or socially with a campus adult who checks up on her/him frequently and guides her/him to the school's resources. Since its inception, the Mentor program has successfully worked to build student self-confidence and to concentrate on the whole child's development.

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

Sharing knowledge with other professionals is an integral part of Cielo Vista Elementary School. Due to the school's success, Cielo Vista has taken an important role in educating aspiring teachers through various

programs, to include student teacher observations, student observations from various local colleges, and mentoring for district substitutes.

Cielo Vista is a magnet school for gifted and talented students. The Gifted and Talented committee has used video conferencing to communicate with other campuses and to share lessons with other schools. These lessons include innovative curriculum instruction at district and state conferences, lessons on Gifted and Talented Science, and lessons showing teachers how to recognize and cope with the perfectionism trait in their students. The GT poetry notebooks have been shared with other district schools.

As a participating Texas Literacy Initiative (TLI) campus, the instructional coach collaborates with other participating TLI campuses regarding successful implementation of lessons, shared resources, and discusses any academic issues, whether positive or negative, that will improve academic reading instruction.

Teachers participate in Professional Learning Communities (PLCs) several times a week. The PLCs provide teachers the opportunity to share ideas, strategies, and concerns that affect not only Cielo Vista, but other elementary schools throughout the district.

Many Cielo Vista teachers participate in district curriculum writing in subject areas such as Coordinated School Health, Science, Math, and Gifted and Talented. Cielo Vista's Principal, Assistant Principal, and Counselor have presented information during meetings about practices that have resulted in student success. For example, the principal has presented Cielo Vista's ideas on parent programs, science strategies, and student success stories to the neighboring elementary, middle and high schools. The counselor has also presented the school's Core Value project to fellow counselors. Science teachers have attended meetings in which they have shared ideas and, in turn, have been given ideas. In addition, the math coach has shared and presented lessons to other district coaches on topics such as high student expectations from the STAAR assessment. Sharing the school's expertise not only supports other schools and students, but also helps Cielo Vista realize what can be done as a campus to improve.

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

An integral part of student achievement at Cielo Vista is the strong parental and community involvement. The annual Meet the Teacher Night begins the year in a festive, exciting way so that students and parents can commit to the many challenges of the new grade level.

Communication from the school ensures that families are continuously informed. The School Messenger System is used throughout the year to announce important information such as PTA meetings, fundraisers, and upcoming early release dates. A monthly calendar and newsletter are distributed to all families. Parents are encouraged to use the district's Parent Portal, an online program to monitor their child's grades and attendance. Teachers regularly communicate with parents about their child's academic, social, and emotional progress. This interaction between the teacher and parent contributes positively to student achievement.

The value of family support in the education of a child is evident in the active PTA and the multitude of volunteer hours contributed to the school. The PTA's involvement begins with a Fall Festival, continues with many activities throughout the year, and ends with a unique gift for each student---a book for summer reading. Additionally, PTA informational meetings are held with extra special events such as Family Movie Nights, Father-Daughter Dance, and book fairs.

Cielo Vista has benefited from a Department of Defense grant that has allowed the school to provide special events such as Military Family Nights and school field trips that focus on science topics. This grant funds the HURA Club, an organization that provides military students opportunities to meet and discuss topics of interest led by a licensed therapist.

Cielo Vista's partnership with the 4-1 Special Troops Battalion from Fort Bliss, Texas, has been excellent. The battalion officers volunteer as guest speakers during Career Week and Red Ribbon week and also

volunteer at many student events. Other Cielo Vista Partners in Education donate ribbons and trophies to recognize student achievement.

All of these events and activities reinforce the value of school in each child's life. Cielo Vista students see how involved families and the community are in the school and, in response, students take pride in their school and strive for academic and personal success. Key to the school's bond with its community is the rich, successful traditional history that the school has provided the neighborhood community and the entire school district.

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

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### **1. Curriculum:**

Cielo Vista's core curriculum includes Reading/Language Arts, Mathematics, Science, Social Studies and Physical Education. All instruction is based on the school district and state standards, The Texas Education Knowledge and Skills (TEKS). The Reading/Language Arts and Mathematics content areas are taught within a 90-minute, uninterrupted block that provides students with tutorial and enrichment opportunities. This allows teachers to differentiate lessons and implement learning stations according to student needs.

In Social Studies, Cielo Vista integrates the characteristics of good citizenship by implementing the Core Essentials Program across content areas. In grades 3-5, students utilize the computer-based program, CCSparks, to support college and career readiness. Gifted and talented students culminate their year in a showcase of projects that have been researched, planned, and created throughout the school year. The showcase is open to parents, community, and other campuses.

As part of the English/Language Arts curriculum, the basal program is Macmillan McGraw-Hill Texas Treasures. Teachers use the literacy library to supplement reading instruction for all students. The 90-minute reading block includes whole group and small group instruction. Technology is integrated via student practice, performance and assessment. Tutors provide intervention for students performing below grade level by using Voyager and Mentoring Minds. Some English/Language Arts features are:

- Interactive Poetry Notebooks: utilized by students and serve as a resource for them.
- iPads: integrated into the reading block to provide students with multiple opportunities to practice phonics, phonemic awareness, vocabulary, fluency, and comprehension.
- Third through fifth grade students have the opportunity to compete in an annual Spelling Bee.

Math incorporates the 90 minute model and provides differentiated instruction. Cielo Vista integrates an abundance of technology tools that include intervention programs. Think Through Math is a research based intervention program designed to support students who are struggling in math. All students are also motivated to compete in math contests provided by SumDog, a web-based program that offers free worldwide educational games. In addition, spiraling and workstations are provided to strengthen and accelerate knowledge and application in math.

Cielo Vista teachers implement technology in all core subjects. Some programs are used as intervention tools while others challenge the creativity of the students. Creativity is fostered in United Streaming, I-station, CCSparks, Spelling City, SmartBoard, Scan Tech, SumDog, Think Through Math, Khan Academy, StemScopes, Educreation, Animoto, and Edmodo. Every teacher utilizes web-pages to communicate with parents and students.

The science program focuses on experiential learning. Upper grade students participate in discussion forums on the teacher's websites where they answer a question-of-the-day and can blog with each other or do online research. Students participate in labs 30% to 50% of the instructional time. After-school tutoring is available as well as the Scan Tech Program for students performing below grade level. The yearly Science Fair is a great opportunity for students to explore the scientific process and to answer any questions about their science project.

Fine Arts is integrated across all content areas. Students have the opportunity to participate in Destination Imagination, where students create and perform skits. Third grade students learn about artists and different styles of art through the district "Van-Go" art program. Fourth graders attend an annual field trip to the El Paso Museum of Art while fifth graders attend an El Paso Symphony performance. Cielo Vista has a Fine Arts Night, where students display different styles of art completed during class. We have two part-time music teachers who serve all grade levels in vocal music or fifth grade orchestra. Each grade-level sings and dances at a monthly PTA meeting. Students showcase their talents by performing at the school-wide Talent Show.

Cielo Vista's standards-based curriculum includes physical and health education. The physical education teachers engage students and the community in a variety of activities that promote health and physical activity. Some fun events beyond the classroom include Family Fitness Night, Bobcat Bolt, Fitness-Gram, Adventure to Fitness, Kite Day, Walking Wednesdays, Jump for Heart, and staff wellness activities. Our health education includes the district Coordinated School Health program, which is integrated in the core subjects.

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

Cielo Vista Elementary promotes every student becoming a life-long reader. As part of the Texas Literacy Initiative, the Campus-Based Leadership Team meets weekly to analyze various practices on campus and works vigorously to ensure all teachers are incorporating Best Practices in their routines and lessons. The instructional team works closely with teachers to analyze formative, summative, and diagnostic assessments, to model and plan lessons, and to provide continuous support as teachers deliver systematic and explicit instruction in the classroom.

Reading lessons are centered around a 90-minute block that incorporates various components such as modeled reading, shared reading, guided reading, differentiated workstations, and peer/group activities. Reading interventions support and reinforce the curriculum. A web-based reading program, I-station, is used to support all learners, including those performing below and above grade level. An Action Based Learning Lab (ABLL) is implemented in grades kindergarten through second for students performing below grade level. This research-based lab incorporates movement with a series of stations that allow students to practice targeted reading skills such as letter names and sounds, high frequency words, fluency, and comprehension. Also, teachers have a set of iPads with applications that provide students with additional opportunities to practice the five components of reading during center time.

Cielo Vista's faculty is dedicated to being proactive in keeping parents informed and involved in their child's education. Instructional coaches and administration hold a Parent STAAR Night during which key reading recommendations and reading applications are made for parent follow-up at home. In addition, individual parent meetings are held as needed when a student is not making the expected progress. Instructional coaches and teachers attend "Learner's meetings" to discuss any student concerns such as reading deficiencies and the team develops a plan of intervention to address individual needs.

A popular activity at Cielo Vista is the Literacy Drive-thru Cafe where parents are treated to coffee and pastries as they drop their child off to school. They also receive reading tips to help support literacy development at home. Parents look forward to the annual academic night where families participate in interactive reading, math, and science activities.

## **3. Mathematics:**

Cielo Vista uses the district math curriculum. It is aligned with the Texas Education Knowledge and Skills (TEKS) so that student skills are reinforced each year as students progress through school and to be ultimately prepared for college level mathematics. The school's instruction uses a multisensory approach with a focus on building student success. The math curriculum ensures that students will be prepared for multifaceted and challenging mathematical applications as they progress in their education.

The math curriculum includes the written, taught and tested curriculum. The written curriculum encompasses the state standards--- both the readiness and supporting standards as well as a measurement focus based on the district goals.

The taught curriculum encompasses detailed examples and situations with real life connections to the concepts being taught. The teaching objectives provide multiple examples to teach a concept so that the teacher can reach all learning styles. The background information includes the methods and strategies that teachers can use and the academic language, vertical alignment, daily problem-solving and common

misconceptions that are possible. Each standard includes guiding questions with enduring understandings which teachers can utilize to support their instruction and remain focused on student acquisition of concepts.

The taught curriculum is based on the 90 minute model. The lesson begins with routines that are used in spiraling the concepts from one day to the next. These routines/spiraling are used to build students' foundational math skills. It is followed by the core lesson, modeling by the teacher, and follows with individual student practice at workstations or teacher led differentiated instruction. The last 30 minutes of the lesson is used for formative assessment and intervention. The curriculum provides multiple resources for teachers to enhance instruction via technology, manipulatives, foldables, rigorous problem solving, and cross-curricular connections.

The tested curriculum includes intervention resources that are used to help students below grade level. Cielo Vista analyzes data continuously. Teachers use student assessment performance to plan and adjust daily instruction and to reteach concepts as needed. The school math tutors work with the teachers and academic coaches to individualize interventions for student success. An activity that is available to enhance a higher thinking level is the use of educational websites that are accessed through our Title I funded purchase of ipads and laptops. This differentiated instruction is used to guide ALL students in their math confidence, knowledge and skills.

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

4 a. Cielo Vista's fifth grade performance on the science state assessment has averaged an outstanding 97% of students meeting the required passing standard, with an average of 62% of the students meeting advanced performance. Our student science performance is recognized as outstanding in our district and in Texas.

The Science curriculum is based on the Texas Essential Knowledge and Skills (TEKS), follows state standards and has always been well-rounded. It entails kid-friendly terms and bases itself on learning vocabulary, utilizing technology, and many hands-on lab activities. Science vocabulary terms are mentioned frequently throughout the lesson in order to build concepts. The curriculum includes a multi-modal program in which teaching is done to meet the diverse learning needs of students. The concepts are spiraled with a vertical connection to prior and future learning. Academic vocabulary, guiding questions with enduring understandings, interventions for students performing below grade level, Stemsopes, pre-assessments and formative assessments are part of teacher resources. The interventions entail lessons utilizing varied resources and a computer-based intensive intervention program. Students at all grade-levels learn science by experiencing through hands-on activities. The 4th and 5th grade labs have hands-on learning of concepts and technology applications. Students are given weblinks to study online and are spot-check tested to ensure that mastery is accomplished. Our curriculum provides background content information that goes into great detail as to what students should know, including essential vocabulary that is incorporated into the lesson.

Each grade-level has a teacher attend district Professional Learning Communities (PLCs) that are used to demonstrate lessons, labs, hands on activities, and problem solving strategies for each unit of the science curriculum. The teachers return to campus and provide staff development to their grade level so all students can benefit from the instructional strategies.

Having received a Department of Defense Education Activity (DoDEA) grant, our students have many opportunities for first-hand learning of science in the community. This grant promotes student achievement in science as well as the core curricular areas, supports the unique social/emotional needs of military students (although all the students benefit from this grant), enhances technology, and encourages parent involvement. Some of the grant money has been used to expose students to science careers outside of the classroom through field trips, such as to the Tech2OWater Desalination Plant (the world's largest inland desalination plant), the Zoo, the Planetarium, the Space Museum in New Mexico, and the Centennial Museum at the University of Texas El Paso.

The science curriculum's focus on student acquisition of knowledge and skills is an example of our commitment to our mission to provide challenging and diverse learning opportunities in a safe, nurturing environment, empowering students to become life-long learners and responsible citizens.

4 b. Cielo Vista is very fortunate to serve students as young as three years old in the preschool program. Cielo Vista capitalizes on the innate curiosity of the young child and utilizes a multi-sensory curriculum that contributes naturally to a love of learning. The Preschool Program for Children with Disabilities (PPCD) serves students in an inclusive classroom setting where all students are surrounded by rich language experiences and hands-on, active learning activities. As children progress through the continuum of services, we serve them in an inclusive half-day pre-kindergarten program, then a full-day inclusive kindergarten class. The continuum of services that is offered also meets the individual needs of the students by providing embedded learning opportunities throughout the day. The PPCD program provides young children with the necessary skills and academic challenges to prepare them for the academic rigor and social interactions they will experience throughout their academic career at Cielo Vista.

The Pre-Kindergarten curriculum includes the components of Social/Emotional Development, Language/Communication experiences, Emergent Literacy in Reading and Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology. These content areas follow the Pre-Kindergarten guidelines aligned with the Texas Essential Knowledge and Skills. The pre-Kindergarten program is open to all four year olds who come from military families, are economically disadvantaged or are English Language Learners. The diversity of the students served in this setting allows children to respect the differences in one another. The program enables students to learn how to follow routines, meet high expectations, develop self-control, and experience real life problem solving opportunities to use in and out of the school setting. Experiences in preschool have been shown to give children skills that they are able to use throughout their school years to meet academic challenges successfully.

## **5. Instructional Methods:**

Cielo Vista has a welcoming ambiance that highlights learning. The school lobby teleprompter displays various lessons that have been created and recorded by students or teachers via iPad. Bulletin boards showcase different writing modalities, and classrooms and hallway walls throughout the school display a wide array of student work. It is through the display of student work that one can see the final product of our educational approach of turning knowledge into learning at every grade level.

Cielo Vista educators are life-long learners who use various instructional methods to improve classroom instruction. Teachers use best-practices on a daily basis and incorporate technology to motivate and challenge student learning. Staff development opportunities for teachers address teacher needs and requests. The main focus of our staff development is on learning how to best differentiate instruction.

Cielo Vista educators set clear, high learning expectations for all students. Academic rigor is the key means to fostering student critical thinking. Teachers use a strategy entitled, "Think, Turn, Talk," that allows students time to process and share information which promotes high student engagement. This instructional method is used in every content area. When students engage in talking with others about ideas, accountable talk ensues within the group, thus reinforcing knowledge relevant to the discipline studied. This is also a vital best-practice for English-Language Learners.

Collaboration is key when deciding what instructional methods work best for students. Instruction is driven by the school district initiatives, academic coaches, administration, teacher collaboration and student performance data. District SIOP training (Sheltered Instruction Observation Protocol) guides teachers to support second language learners. These strategies help to scaffold instruction to aid in student comprehension and strategic thinking. SIOP strategies include questioning prompts in order to help elicit student response and discussion. Special education teachers work with regular education teachers to use accommodations and modifications that address the various learning styles of students needing special types of differentiation such as questioning prompts. Teachers of gifted and talented children follow the "Depth and Complexity Model" to develop critical and creative thinking skills that students already have.

Cielo Vista Elementary's campus-wide writing initiative addresses all kindergarten to fifth grade students in the use of the Four Square Writing Model as a graphic organizer. This visual and kinesthetic aid is successfully used in student writing instruction. Throughout the campus, student writing is proudly exhibited and showcased.

## **6. Professional Development:**

The faculty utilizes the school district's mandated Professional Learning Communities model, referred to as PLCs. In our weekly PLC meetings, teachers focus on student learning expectations, collaborating on common goals, inviting collective inquiry on best practices, and using formative or summative data to examine strengths and weaknesses in instruction and learning. PLC discussion leads to proactive approaches to problem solving. Essentially, Cielo Vista instruction is driven by the district standards-based Curriculum, a curriculum that mirrors the Texas Assessment of Knowledge and Skills.

Each grade level selects a teacher to attend district-wide science PLCs that plan and focus on science content standards. Teachers return to campus to share information that is used by the respective grade level in planning a more rigorous instruction and local student assessment.

Cielo Vista Elementary has been part of The Reading First Initiative and is currently part of the Texas Literacy Initiative (TLI). Both programs focus on student reading skills and language arts enhancement. Whereas Reading First concentrates on the Pre Kindergarten-3rd grade students, the TLI initiative focuses on Pre-Kindergarten -5th grade students. These two initiatives concentrate on training campus instructional coaches in best reading practices who, in turn, train the respective grade level colleagues. The instructional coaches provide district endorsed strategies and assessment techniques plus instructional modeling of key concepts. The reading instructional coaches attend the Children's Learning Institute and the Vaughn Gross Center as part of their extended professional development. The Children's Learning Institute and the Vaughn Gross Center are important in that they focus on information and training that centers on research-based reading strategies, instruction and assessment.

Effectively integrating technology into the lesson cycle for instruction improvement has been an ongoing assignment for Cielo Vista. The professional development plan provides training and requires student generated products each semester. As needed, teachers participate in distance learning and online staff development. One teacher is the on-site technology facilitator who provides training on Smart board, iPad, Weebly, and digital integration for classroom use. The focus of campus technology is the professional preparation of staff and students for the 21st century, and having an on-site facilitator is a significant step in that preparation.

The science, reading and technology integration have done much to improve instruction and student learning. Local student assessments and classroom participation show positive incremental gains in all academic areas and in students' confidence with technology applications.

## **7. School Leadership**

Cielo Vista Elementary School is a traditional school building that provides a second home for students and staff alike. The school leadership fosters success for all students and staff, service to all, love, and commitment that ensure the "home-away-from-home" is safe and orderly. In this setting are generated student excellence and student confidence.

The leadership team at Cielo Vista Elementary School consists of the principal, assistant principal, counselor, special education teacher, nurse, librarian and the instructional coaches. The entire team believes in safeguarding a nurturing and challenging environment at Cielo Vista. "The whole child" is at the center of all administrative decisions, whether those decisions surface from the Campus Improvement Team members, the instructional coaches, or the administration. Every teacher serves on at least two school committees so as to share in the school leadership.

The principal leads by example, experience and knowledge of curriculum, instruction, budgeting, personnel, governance and operations. Her open-door policy ensures open and clear communication that is focused on student achievement. The principal conducts an annual book study that focuses the entire school on how student achievement is impacted by the policies, programs, and relationships that the school professes.

The assistant principal is a strong contributor and participant in the many school initiatives, specifically in the school's discipline, its safety and neighborhood/community involvement. Underlying her disciplinary procedures are her respect and care for student self-discipline. Like the principal, she is visible and attentive to student, staff and parent needs and concerns.

The school counselor works well with students, teachers, and parents. She cares for all students and staff. She is a prime source of love, commitment, respect and support, and she stands out as a vital asset to all that Cielo Vista Elementary signifies. She knows every student by name and has built a strong relationship with each student and his/her family.

The nurse leads the campus Coordinated School Health Committee to ensure the integration of healthy life choices into all aspects of the school. The librarian provides a colorful and creative setting for student reading and conversing, and the special education teacher collaborates with all school members in providing services that support academic achievement. The instructional coaches are instrumental in supporting the best instruction for students and assist in all areas of professional development. Each of these persons is a vital contributor to the school's daily life.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** State of Texas Assessments of Academic Readiness\*

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency, Pearson Education, Inc.

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: Satisfactory**	84	88	91	94	100
% Level III: Advanced***	16	29	43	29	58
Number of students tested	44	49	55	36	48
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment	0	0	1	2	0
% of students tested with alternative assessment	0	0	2	5	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II: Satisfactory**	76	73	96	100	100
% Level III: Advanced***	19	13	29	14	47
Number of students tested	21	19	24	14	17
<b>2. Students receiving Special Education</b>					
% Level II: Satisfactory**	80				100
% Level III: Advanced***	20				
Number of students tested	5	3	1	3	2
<b>3. English Language Learner Students</b>					
% Level II: Satisfactory**	100	90	100	83	100
% Level III: Advanced***	0	30	42	17	86
Number of students tested	7	10	12	6	7
<b>4. Hispanic or Latino Students</b>					
% Level II: Satisfactory**	90	88	93	93	100
% Level III: Advanced***	17	24	43	27	56
Number of students tested	30	33	42	30	34
<b>5. African- American Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>6. Asian Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					

Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>9. White Students</b>					
% Level II: Satisfactory**	75	83	83		100
% Level III: Advanced***	17	42	50		60
Number of students tested	12	12	6	2	10
<b>10. Two or More Races identified Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					

**NOTES:** \*\* Texas Assessment of Knowledge and Skills (TAKS) administered 2008-2011

\*\*TAKS terminology is % met standard

\*\*\*TAKS terminology is % commended

In 2008-2009 there was a small group of students testing, therefore the percentage of students tested with the alternative assessment is greater than 2% of the group.

Groups of students with fewer than 5 members do not have detailed results provided by TEA.

Multiple data sources were used for this matrix.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** State of Texas Assessments of Academic Readiness\*

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency, Pearson Education, Inc.

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: Satisfactory**	93	96	95	100	96
% Level III: Advanced***	40	40	49	68	55
Number of students tested	45	51	38	56	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	1
% of students tested with alternative assessment	0	0	3	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II: Satisfactory**	88	95	93	100	95
% Level III: Advanced***	31	32	40	54	35
Number of students tested	16	23	15	24	20
<b>2. Students receiving Special Education</b>					
% Level II: Satisfactory**		60	60		
% Level III: Advanced***		40	20		
Number of students tested	2	5	5	1	3
<b>3. English Language Learner Students</b>					
% Level II: Satisfactory**		100	67	100	89
% Level III: Advanced***		50	17	60	33
Number of students tested	2	6	6	5	9
<b>4. Hispanic or Latino Students</b>					
% Level II: Satisfactory**	94	97	94	100	95
% Level III: Advanced***	26	37	45	63	52
Number of students tested	31	38	31	40	44
<b>5. African- American Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>6. Asian Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>9. White Students</b>					
% Level II: Satisfactory**	90	100	100	100	100
% Level III: Advanced***	70	57	60	75	75
Number of students tested	10	7	5	12	8
<b>10. Two or More Races identified Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					

**NOTES:** \* Texas Assessment of Knowledge and Skills (TAKS) administered 2008-2011

\*\*TAKS terminology is % met standard

\*\*\*TAKS terminology is % commended

In 2010-2011 there was a small group of students testing, therefore the percentage of students tested with the alternative assessment is greater than 2% of the group.

Groups of students with fewer than 5 members do not have detailed results provided by TEA.

Multiple data sources were used for this matrix.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** State of Texas Assessments of Academic Readiness\*

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency, Pearson Education, Inc.

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: Satisfactory**	100	92	100	100	98
% Level III: Advanced***	43	41	82	52	78
Number of students tested	46	41	60	65	60
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment	0	2	0	3	2
% of students tested with alternative assessment	0	5	0	5	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II: Satisfactory**	100	89	100	100	96
% Level III: Advanced***	39	21	85	53	65
Number of students tested	23	19	26	19	23
<b>2. Students receiving Special Education</b>					
% Level II: Satisfactory**	100	80	100	100	
% Level III: Advanced***		0			
Number of students tested	4	5	3	3	2
<b>3. English Language Learner Students</b>					
% Level II: Satisfactory**	100		100	100	
% Level III: Advanced***					
Number of students tested	4	2	2	3	4
<b>4. Hispanic or Latino Students</b>					
% Level II: Satisfactory**	100	97	100	100	100
% Level III: Advanced***	38	39	81	51	73
Number of students tested	39	31	42	49	44
<b>5. African- American Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>6. Asian Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>9. White Students</b>					
% Level II: Satisfactory**	100	86	100	100	100
% Level III: Advanced***		57	83	60	90
Number of students tested	4	7	12	10	10
<b>10. Two or More Races identified Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					

**NOTES:** \*Texas Assessment of Knowledge and Skills (TAKS) administered 2008-2011

\*\*TAKS terminology is % met standard

\*\*\*TAKS terminology is % commended

The percentage of students tested with the alternative assessment is greater than 2% due to each student's IEP.

If 100% of all students were satisfactory then 100% of all subgroups met satisfactory.

Multiple data sources were used to complete this matrix.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State of Texas Assessments of  
AcademLevc Readiness\*

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency, Pearson Education,  
Inc.

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: Satisfactory**	96	98	94	97	100
% Level III: Advanced***	52	37	46	61	58
Number of students tested	46	49	55	36	48
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment	0	0	1	3	0
% of students tested with alternative assessment	0	0	2	8	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II: Satisfactory**	95	100	100	100	100
% Level III: Advanced***	52	13	33	50	
Number of students tested	21	19	24	14	17
<b>2. Students receiving Special Education</b>					
% Level II: Satisfactory**	100				100
% Level III: Advanced***	20				
Number of students tested	5	3	1	2	2
<b>3. English Language Learner Students</b>					
% Level II: Satisfactory**	100	90	100	83	100
% Level III: Advanced***	63	40	42	33	86
Number of students tested	8	10	12	6	7
<b>4. Hispanic or Latino Students</b>					
% Level II: Satisfactory**	97	97	95	97	100
% Level III: Advanced***	55	30	45	59	56
Number of students tested	31	33	42	29	34
<b>5. African- American Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>6. Asian Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>9. White Students</b>					
% Level II: Satisfactory**	92	100	83		100
% Level III: Advanced***	46	58	67		60
Number of students tested	13	12	6	2	10
<b>10. Two or More Races identified Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					

**NOTES:** \* Texas Assessment of Knowledge and Skills (TAKS) administered 2008-2011

\*\*TAKS terminology is % met standard

\*\*\*TAKS terminology is % commended

In 2008-2009 there was a small group of students testing, therefore the percentage of students tested with the alternative assessment is greater than 2% of the group.

Groups of students with fewer than 5 members do not have detailed results provided by TEA.

Multiple data sources were used for this matrix.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State of Texas Assessments of  
AcademLevc Readiness\*

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency, Pearson Education,  
Inc.

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: Satisfactory**	96	92	97	93	89
% Level III: Advanced***	38	22	49	50	40
Number of students tested	45	51	38	56	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	3	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II: Satisfactory**	94	89	100	92	84
% Level III: Advanced***	25	11	47	38	26
Number of students tested	16	23	15	24	19
<b>2. Students receiving Special Education</b>					
% Level II: Satisfactory**		80	80		
% Level III: Advanced***		20	0		
Number of students tested	2	5	5	1	4
<b>3. English Language Learner Students</b>					
% Level II: Satisfactory**		83	83	100	89
% Level III: Advanced***		33	33		33
Number of students tested	2	6	6	5	9
<b>4. Hispanic or Latino Students</b>					
% Level II: Satisfactory**	100	92	97	93	86
% Level III: Advanced***	29	21	45	40	36
Number of students tested	31	38	31	40	42
<b>5. African- American Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>6. Asian Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>9. White Students</b>					
% Level II: Satisfactory**	80	100	100	92	100
% Level III: Advanced***	70	29	60	67	56
Number of students tested	10	7	5	12	9
<b>10. Two or More Races identified Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					

**NOTES:** \* Texas Assessment of Knowledge and Skills (TAKS) administered 2008-2011

\*\*TAKS terminology is % met standard

\*\*\*TAKS terminology is % commended

In 2010-2011 there was a small group of students testing, therefore the percentage of students tested with the alternative assessment is greater than 2% of the group.

Groups of students with fewer than 5 members do not have detailed results provided by TEA.

Multiple data sources were used for this matrix.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State of Texas Assessments of Academic Readiness\*

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Texas Education Agency, Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Level II: Satisfactory**	98	90	100	97	93
% Level III: Advanced***	27	31	67	51	40
Number of students tested	46	41	60	65	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	0	2	1
% of students tested with alternative assessment	2	5	0	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Level II: Satisfactory**	96	89	100	95	96
% Level III: Advanced***	22	16	58	32	27
Number of students tested	23	19	26	19	23
<b>2. Students receiving Special Education</b>					
% Level II: Satisfactory**		80	100		
% Level III: Advanced***		0			
Number of students tested	3	5	3	3	1
<b>3. English Language Learner Students</b>					
% Level II: Satisfactory**			100		
% Level III: Advanced***					
Number of students tested	4	2	2	3	1
<b>4. Hispanic or Latino Students</b>					
% Level II: Satisfactory**	97	87	100	98	98
% Level III: Advanced***	24	26	64	43	33
Number of students tested	38	31	42	49	44
<b>5. African- American Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>6. Asian Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>9. White Students</b>					
% Level II: Satisfactory**		100	100	91	91
% Level III: Advanced***		57	75	73	64
Number of students tested	4	7	12	11	11
<b>10. Two or More Races identified Students</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Level II: Satisfactory**					
% Level III: Advanced***					
Number of students tested					

**NOTES:** \*Texas Assessment of Knowledge and Skills (TAKS) administered 2008-2011

\*\*TAKS terminology is % met standard

\*\*\*TAKS terminology is % commended

The percentage of students tested with the alternative assessment is greater than 2% due to each student's IEP.

If 100% of all students were satisfactory then 100% of all subgroups met satisfactory.

Multiple data sources were used to complete this matrix.