

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

[X] Public or [] Non-public

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

Name of Principal Dr. Britani Creel Moses

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

Official School Name LaVace Stewart Elementary School

(As it should appear in the official records)

School Mailing Address 330 Hwy 2094

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

City Kemah State TX Zip Code+4 (9 digits total) 77565-9801

County Galveston County State School Code Number* 084910106

Telephone 281-284-4700 Fax 281-284-4705

Web site/URL http://www.ccisd.net/stewart E-mail bmoses@ccisd.net

Facebook
Twitter Handle @ccisd Page facebook.com/clearcreekisd 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*Dr. Greg Smith E-mail: grsmith@ccisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clear Creek ISD Tel. 281-284-0000

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 Ms. Ann Hammond
(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

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

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):
- 26 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 43 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. 6 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	61	64	125
K	56	49	105
1	58	51	109
2	41	46	87
3	53	53	106
4	44	50	94
5	58	39	97
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
Total Students	371	352	723

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 57 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 36 % 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: 23%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	77
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	77
(3) Total of all transferred students [sum of rows (1) and (2)]	154
(4) Total number of students in the school as of October 1	669
(5) Total transferred students in row (3) divided by total students in row (4)	0.230
(6) Amount in row (5) multiplied by 100	23

7. English Language Learners (ELL) in the school: 42 %
305 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Albanian, Arabic, Gujarati, Hindi, Mandarin, Marathi, Russian, Spanish, Urdu, Vietnamese
8. Students eligible for free/reduced-priced meals: 61 %
 Total number students who qualify: 438

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: 10 %
76 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.

7 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	20 Specific Learning Disability
5 Emotional Disturbance	39 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 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:

	Number of Staff
Administrators	2
Classroom teachers	34
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	11
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 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	96%	96%
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

Post-Secondary Status	
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

If yes, select the year in which your school received the award. 2007

PART III – SUMMARY

The mission of LaVace Stewart Elementary School is to kindle each child’s passion for learning. This is not just a public relations statement or words on a poster, but a promise fulfilled every day—just as it has been since the 1930s when LaVace Stewart taught at what was then known as Kemah Elementary, a one-room school nestled among shrimp boats and seagulls on the Texas Gulf Coast. The school has since been rebuilt and renamed after LaVace Stewart, and its rich history of success and sense of community flourish today. All you need to do is walk in and take one step on the original hardwood floors from the 1930s and you sense immediately Stewart Elementary is a unique place for children to excel as readers, writers, problem solvers, and citizens--regardless of their home language, their disability, or economic status. It is also a place that teachers and staff have declared as home with some of the highest staff retention rates among the 43 campuses in the Clear Creek Independent School District, and a place where families gather to volunteer, seek financial help, or even learn the English language. Some say Stewart Elementary has a soul. We believe it has a heart that grows with every child who enrolls.

Instructional strategies at Stewart help students become confident and enthusiastic learners. The school has received the coveted National Blue Ribbon recognition in 2007, as well as the Title I Distinguished Campus, Texas Monthly School Award, School Improvement Conference recognition and Honor Roll Campus awards. Academic success continues with 91% of students passing reading, math, writing, and science state assessments and the academic achievement award of 25% student progress met in 2012-2013. There is no academic indicator or challenge this school has yet to conquer. When asked for the secret of student success, staff will say three things: first, a shared philosophy that all children can learn; second, research-based, personalized instructional techniques, and a common instructional language that allows students to build on prior knowledge to see how their new learning is connected to what they have already learned. Teaching with one voice and one mission in mind, teachers at Stewart are supported through a strong instructional coaching model. Stewart’s journey of success began in 2000 with participation in Literacy Collaborative Training. Implementation of this coaching program shifted the professional development model and the teaching philosophy at Stewart, transforming teaching from a delivery model to one that continually assesses and responds to student needs. The campus then applied this successful approach to other content areas. Literacy, math, and science specialists work individually and collectively with teachers, identify student strengths and weaknesses using formative and summative assessments, and utilize data to help teachers differentiate instruction to meet student needs. Stewart now serves as a model for other schools in the district as principals of neighboring schools regularly bring teams of teachers for a lesson in best practices.

Stewart Elementary views diversity as a strength; students here may speak one or more of ten different languages at home. Over 60% of Stewart students are economically disadvantaged and over 10% receive special education services. The Stewart community provides multiple opportunities for students to find and explore their unique gifts, regardless of language, finances or disability. Stewart also values its traditions: Teachers and students gather each nine weeks to celebrate with a pep rally where students join together in a school song; each year second graders walk across the wood floor as they graduate into third grade; fifth graders make one last walk across the wood floor before beginning their secondary school adventure. Each student at Stewart is a real-life embodiment of the school mascot, the seagull, just waiting to take flight.

To address changing student needs, Stewart Elementary initiated two vibrant programs. The first is a pre-kindergarten for three and four year olds who qualify under At-Risk guidelines. Stewart’s early childhood program has helped increase language, literacy, and math readiness in children as young as three years. The second is a 50/50 dual language program—the first in the district--where English and Spanish speaking students learn in the other language 50% of the time. This Stewart program has also become a model for other bilingual campuses: staff share the successes of their instructional model and language acquisition strategies with staff from other schools. Stewart Elementary dual language teachers and instructional coaches also presented “Inquiry Science and Language Acquisition” twice at the Conference for the Advancement of Science Teaching (CAST) in 2012 and 2103 and presented at the Texas Association for Bilingual Education (TABE) in 2013.

The rich history of Stewart Elementary and its keen focus on the future have made the school a destination for families seeking a diverse and enriched education and teachers who wish to impact lives of children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. In the previous five years, students in Texas schools were assessed on two different state assessment systems: the Texas Assessment of Knowledge and Skills (TAKS) in 2008-09 to 2010-11 and the State of Texas Assessment of Academic Readiness (STAAR) in 2011-12 to 2012-13.

Related to student performance on assessments in Texas, students can earn one of three possible performance ratings on STAAR: Level I: Unsatisfactory (a failing score), Level II: Satisfactory (an acceptable passing score), or Level III: Advanced (a high passing score). In the TAKS era, students could have also earned one of three measures for performance: Not Met (a failing score), Met Standard (a passing score), or Commended (a high passing score). The state and district has the expectation that all students earn at least a passing score on state assessments (Level II: Satisfactory on STAAR or Met Standard on TAKS). In recent years, there has been a concerted state-wide effort to increase the percent of students scoring at the highest levels on state assessments (Level III: Advanced on STAAR or Commended on TAKS).

Related to campus and district accountability in Texas, schools can earn one of two possible ratings for overall performance on STAAR: Improvement Required (unacceptable rating) or Met Standard (acceptable rating). In the TAKS era, schools could have earned one of four possible ratings for overall performance: Unacceptable, Acceptable ($\geq 70\%$ of students passing), Recognized ($\geq 80\%$ of students passing), or Exemplary ($\geq 90\%$ of students passing). The state of Texas expects schools to earn the highest and only acceptable rating of Met Standard based on STAAR. In the TAKS era, although the state of Texas expected schools to earn a rating of at least Acceptable, campuses in Clear Creek ISD, including Stewart Elementary, were expected to earn a rating of either Recognized or Exemplary.

B. Stewart Elementary experienced great success during the TAKS years with a high percentage of students passing. In both reading and mathematics, over 95% of all 3rd-5th grade students on average passed TAKS between 2008-2009 and 2010-11, compared to 87% in reading and 86% in mathematics statewide. In fourth grade, Texas adds a writing assessment. With preparation for the additional assessment, reading passing rates at grade 4 were still an average of 92% passing.

Beginning in 2011-2012, heightened expectations led to the newly designed STAAR assessments. Despite increased rigor and complexity, over 90% of all students on average passed STAAR reading and mathematics in 2011-2012 and 2012-2013, compared to statewide averages of 76% in reading and 71% in mathematics. Stewart also received the “Top 25 percent student progress” distinction which measures the percentage of students meeting or exceeding expected annual growth, putting Stewart in the top quartile of its comparison group.

While Stewart Elementary serves a diverse population, there is very little disparity among the passing performance rates of its student subgroups:

- During TAKS years (2008-2011), 97% of economically disadvantaged 5th grade students passed the reading test each year.
- During TAKS years (2008-2011), between 95%-100% of economically disadvantaged and Hispanic 3rd grade students passed the reading test.
- On the 2011-2012 and 2012-2013 STAAR assessments, 4th grade economically disadvantaged students scored the same (92%) and outperformed (94%) all students on the reading test.
- On the 2012-2012 STAAR assessment, 3rd grade Hispanic students outperformed all students on the reading test by scoring 94%, while all students scored 91%.
- Stewart Elementary believes students can do more than just pass state assessments; Stewart’s goal is to continually increase the number of students achieving an advanced rating. Recent achievements include:
- During the first year (2011-2012) of the 3rd grade reading STAAR test, 0% of Hispanic students scored advanced. The following year (2012-2013), 17% of students scored advanced.

During the first year (2011-2012) of the 4th grade reading STAAR, 14% of all students, 9% of economically disadvantaged students, and 11% of Hispanic students scored advanced on the test. The following year (2012-2013), all students scoring advanced increased to 38%, economically disadvantaged students to 40% and Hispanic students to 32%.

During the first year (2011-2012) of the 5th grade STAAR, only 4% of Hispanic students scored advanced on the reading test and 3% on the math test. The following year (2012-2013), advanced percentages of Hispanic students increased to 17% in reading and 11% in math.

On both the TAKS and STAAR assessments, Stewart students have performed above state and district averages. Several factors have contributed to continued success. First, teachers believe every student can learn. Campus staff examine each student's schedule and ensure that students who participated in special education programs participated in the general education classroom instruction as much as possible. Teachers also meet with students to set goals and monitor progress daily. Second, Stewart utilizes research-based, personalized instruction with in-class support and after-school tutoring, allowing teachers to target students who are struggling and students who are advanced. Third, an expansion of early childhood programs and support has contributed to the school's success. With early identification of students who need advanced support through Gifted and Talented program or who need remedial support through resource or speech and language, the school addresses individual needs immediately. Stewart also implemented in-day intervention support for students enrolled in kindergarten through second grade to eliminate reading and math achievement gaps. While the assessments may change, Stewart faculty will continue teaching with heightened rigor and cognitive complexity, and the students will continue to exceed expectations.

2. Using Assessment Results:

At Stewart, teachers use assessment data to help students, classes, and the campus realize their goals. Teachers have completed a focused study on formative and summative data, and believe effective instruction results from daily, on-going assessment collected by documenting student conferences through running records. Use of "The Architecture of a Conference" has propelled the teaching occurring in daily conferences at Stewart. The teacher's knowledge of the student as a reader, writer, and a learner not only builds rapport with students and allows students to set goals, but gives the teacher momentum in knowing what to teach next. This insight informs teachers in crafting purposeful teaching points. Teachers also utilize reading inventory assessments, conceptually based mathematic assessments, curriculum-based assessments, and district-developed learning goal checkpoints. Using these assessments, teachers are better equipped to reach the student's zone of proximal development and can set goals for students, nudging them to eliminate academic gaps.

Every two weeks, teachers submit student data they have collected to the instructional leadership team, which includes principal, assistant principal, and instructional coaches. Teachers collaborate with the instructional leadership team through individual meetings, team meetings, or within a coaching cycle. This process allows teachers to gain additional insight on what strategies or methods would be best for each individual student and use data notes in parent conferences, student success team (Response to Intervention) meetings, and team collaboration to ensure all stakeholders are informed.

Because teachers at Stewart value the collection of data over time, the campus has determined what data to maintain and collect from each grade level. This data, which may include writing samples, reading, math and science assessments, is collected in a yellow folder. Pre-Kindergarten teachers begin the yellow folders and students' folders move with them from grade level to grade level. Stewart teachers utilize data collected from previous years to build an understanding of each student's strengths, areas of growth, and needs for future intervention, enabling teachers to develop specific lessons that are just right for their students and improving the learning process for every student.

While data collection and analysis are important parts of student growth, communication with parents is also key. Teachers send home a report card every nine weeks, update parents with a progress report every four weeks, and schedule individual parent conferences to communicate the assessment data collected. Teachers also share weekly student work in a "Tuesday Folder". Parents and community members are invited to view

the “School Report Card” as it is distributed annually. This report is prepared by the state and shares test scores, spending allocations, and other pertinent information. The campus website is also utilized to share information regarding student performance and campus achievement. In addition, several meetings are held each year with both the campus site-based committee and parents to share how the students are performing. The parents and community of Stewart Elementary are vital to the success and well-being of the students. Stewart staff members appreciate their partnerships and the support of their students’ academic success.

3. Sharing Lessons Learned:

Learning and sharing is one highlight of being an educator. Teachers learn and grow continually to become more effective. At Stewart the learning began over thirteen years ago with participation in the Literacy Collaborative Training by Ohio State. Through this journey of growth, they have realized the value of opening their doors to share and learn with others through collaboration. In turn, each year Stewart teachers open their doors to visiting teachers and administrators who participate in classroom observations and follow-up discussions in order to better refine their teaching. Specific observations have focused on guided writing, mentor texts, accountable talk, Science is Alive, Math Models, Inclusion, sheltered instruction strategies, and dual language. In addition, local universities send their students to Stewart Elementary to observe classrooms and complete their student teaching experiences.

Stewart is held as an exemplar of learning in the district, and many of Stewart’s teachers and instructional coaches conduct district professional development sessions in the areas of reading, writing, math, science, and language acquisition. Eight Stewart teachers serve on district committees, such as Math Trailblazers, District Education Improvement, and Science. Recently the district produced a video featuring kindergarten teachers using guided writing in science with their students, making these strategies available to district curriculum coordinators, principals, and teachers from other campuses, without additional expenditures or travel. Stewart teachers have seen incredible growth in their students’ writing as a result of implementing guided writing in science. They have welcomed several schools in their classrooms to observe guided writing in “action.”

Three years ago Stewart implemented the first 50/50 dual language program in the district. The program has become a model for other bilingual campuses to visit. With over twenty visits during this school year, Stewart teachers are happy to share the successes of their instructional model and the most effective language acquisition strategies. Some of the dual language teachers and instructional coaches presented “Inquiry Science and Language Acquisition” twice at the Conference for the Advancement of Science Teaching (CAST) in 2012 and 2103 and also presented at the Texas Association for Bilingual Education (TABE) in 2013.

At Stewart, teachers believe that engaging in meaningful conversations with other professionals outside of the school helps them to grow as professionals. Stewart teachers welcome the opportunities to learn from others and to become more effective teachers for their students.

4. Engaging Families and Community:

Stewart teachers understand that every staff member, parent, and community supporter is vital to every student’s success. They welcome parents and community members into the school and partner with them to help students succeed. Stewart enjoys support from local businesses, clubs, and organizations that donate time, money, dictionaries, coats, clothing and school supplies, and who also volunteer at school events. One group provides mentors weekly for students who need extra support. Local businesses donate items for the carnival, student rewards, and a steady supply of volunteers. A district high school sends students three times weekly to mentor the students. These activities help students feel like part of the community and become more engaged learners.

The Stewart PTA offers several opportunities for families to enjoy time together, sponsoring activities like Carnival, Snow Day, Movie Night, and Family Dance Night. Most activities have a low cost to encourage families to participate regardless of economic status. The PTA sponsors academic and character awards

monthly to encourage students to do their best and offers service project opportunities like the Green Apple Day of Service and the recycling program.

Stewart Elementary offers extracurricular activities to keep students as involved in school as possible. Students can choose from track, morning exercise, choir, percussion, MIDI (piano lessons), art, chess, science, and robotics. In addition, students at all grade levels participate in musical performances. The school invites the parents and community to several events each year, like Fine Arts Night, Diabetes Walk, Book Character Parade, and Ballet Folklorico (celebration of Latino culture). One highlight each nine weeks is the Spirit Rally. Students begin each rally with the school song, celebrate their successes, and conclude with a spirit chant.

Stewart Elementary sends home monthly calendars and special event flyers in English and Spanish and utilizes an electronic call out system and email to communicate important school information to parents. Teachers invite parents before the school year to “Meet the Teacher” and to a parent information session after school has started to ensure that parents and students feel welcome. Stewart hosts curriculum nights with parent education classes in all subject areas in English and Spanish. Teachers and instructional coaches schedule conferences with parents to demonstrate how they can help. Stewart teachers know that when parents feel more confident about the curriculum and how to support their children, the partnership between home and school will be significantly stronger.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The State Board of Education defines high learning standards known as the Texas Essential Knowledge and Skills (TEKS). Stewart Elementary has implemented CCISD’s TEKS-based curriculum, which fosters higher order thinking and learning and is founded on the premise that students construct their own understandings through experience and reflection.

The language arts curriculum is research-based and utilizes a balanced literacy approach: Children acquire literacy skills through authentic reading and writing tasks, using a workshop approach that facilitates accelerated learning while meeting the individualized needs of students at all levels. Guided reading is at the heart of reading instruction. Through this small-group approach, students strengthen skills in comprehension, fluency, and phonics. Students are assessed regularly through running records and individual conferences in order to assist teachers in planning instruction. ESL instruction is implemented through language arts, and students use literacy skills they have learned in their first language to facilitate their acquisition of English.

Mathematics aligns with the National Council of Teachers of Mathematics 2006 Curriculum Focal Points. Students develop basic mathematical skills while learning to connect and apply them in the real world, becoming flexible and resourceful problem solvers by participating daily in problem solving. Students work in small groups or pairs with hands-on activities. “Math Talk” is important, and through conversations students construct meaning for themselves and build self-confidence.

Students at Stewart Elementary participate in a developmentally-appropriate science curriculum that aligns with Next Generation Science Standards and fosters the investigative spirit. Using the Five-E Model (engage, explore, explain, elaborate and evaluate), students develop an understanding of science concepts through hands-on, minds-on, inquiry-based experiences which connect with the real world. Students learn science through a workshop approach with scaffolded teacher support by conferences and discussions. Students demonstrate their thinking by providing the evidence for understanding during laboratory investigations, in their science notebook, and during science talk. These experiences integrate critical thinking, problem solving, math, and literacy.

The Stewart Elementary social studies curriculum builds a foundation in history, geography, economics, government, citizenship, and culture. The social studies philosophy is to educate students to think and act responsibly as contributing members of a democratic society, with social studies often integrated in language arts, especially in the primary grades. Content is introduced through read-alouds and shared reading. Students deepen their understanding of concepts through researching topics.

The Stewart Elementary physical education and health curriculum is vital. Through a variety of physical activities, students realize the importance of fitness and learn skills that will build the foundation of an active and healthy lifestyle. Students learn to work cooperatively and learn the importance of sportsmanship and fair play. The health curriculum fosters an understanding of healthy foods; students learn about “Go Foods” and the best ways to make healthy food decisions.

The fine arts program’s goal is empower students to use their minds creatively, inspiring them to become life-long participants in the arts. Students participate in formal art and music instruction with certified teachers weekly and participate in theater arts experiences as integrated into the language arts program. Through a variety of hands-on opportunities, students are able to play instruments, sign, perform, paint, use modeling clay, and sketch.

The technology integration goal is to increase student learning, design engaging relevant learning experiences, expand learning opportunities beyond the classroom and ensure all students are future ready. This means students must learn academic content through the support and use of technology, which is an essential part of academic content. Each classroom at Stewart is equipped with tools that allow the teachers

to embed specific technology learning within academic content. Students utilize technology daily to create presentations, solve problems, and produce books.

The bilingual education program at Stewart is called Dual Language, an educational model in which native English speakers and native Spanish speakers receive instruction together in both languages to promote second language acquisition, high academic achievement, and cross-cultural understanding. With language learning taking place primarily through content instruction, linguistic proficiency in both languages occurs as students develop their knowledge of subject matter. Stewart offers a 50/50 language of instruction model for both one-way and two way programs, balancing instruction in English and Spanish while providing initial literacy instruction in the student's first language.

2. Reading/English:

Stewart teachers utilize the Clear Creek Independent School District reading curriculum, which has as its basis the Texas Essential Knowledge and Skills (TEKS) and it is implemented through a balanced literacy model that meets students at their current ability, whether it is above, below or right at the target reading level. This model was chosen after carefully studying the work of Fountas and Pinnell and other leaders in literacy research because it supports the staff's philosophy that students must actively construct their own understandings. Students participate in different types of reading daily, involving varied levels of teacher support: read aloud, shared reading, guided reading and independent reading. Comprehension, phonemic awareness, word solving strategies and text features are modeled during read aloud and shared reading using a mini-lesson format. During read aloud and shared reading, students engage in conversations about books and create deeper understandings of a text. The heart of the reading instruction occurs during guided reading. The teacher selects a book for a small group of students based on their instructional reading level. The session begins with a supportive text introduction by the teacher. The students then read the entire text to themselves as the teacher coaches individual students through the text. The session ends with a discussion of the text focused on the teaching objective introduced. Finally, during independent reading, students are given the opportunity to self-select texts and apply previously learned skills with little or no support from the teacher. The teacher uses this time to confer with individual students in order to address their unique needs. As students become more independent readers with greater comprehension, they are given opportunities to participate in Literature Circles and Book Clubs.

An important component to this model is continual assessment. The teacher frequently assesses students through running records and individual student conferences. This data is collected in order to inform the teacher's instruction and guide his/her decision making regarding planning for whole group, small group and individualized instruction. Teachers collaborate with instructional coaches to analyze the data, set goals, and nudge students within their zone of proximal development. With this ongoing assessment of students, teachers are able to ensure that each student's need is being met.

3. Mathematics:

The Texas Essential Knowledge and Skills (TEKS) are also the foundation of the Clear Creek Independent School District math curriculum, which Stewart utilizes daily. Teachers focus on teaching through problem solving because learning should be connected to real life. Units of study are planned to scaffold foundational, conceptual understanding and move students to symbolic understanding when developmentally appropriate. As students learn, teachers expect them to explain their thinking and to justify their answers. Students also learn that there is more than one way to solve a problem. By sharing the variety of methods that each student utilizes, everyone learns more. Teachers have also been trained in the importance of classroom conversations or "Number Talk." Through skillfully guided classroom discussions, students are led to deeper mathematical understandings. Stewart chose to utilize this model because the teachers believe students learn best when given opportunities to construct mathematical meanings for themselves and the development of concepts is supported through the use of concrete materials and other forms of mathematical representation.

In preparing for math instruction, teachers plan for a short focus lesson daily, in which connections to previous math concepts are made and new concepts are taught. Next, the teacher provides a time for guided practice, which allows more scaffolding from the teacher while students try out the new concept. Finally, students have the opportunity to practice their new understandings in pairs or small groups so that the majority of time is student-centered, active engagement. At first, much support is provided, but as student understanding develops, the teacher steps back and allows for independent practice.

During independent practice, the teacher is able to create independent learning experiences for students. As students work, the teacher can confer with students and use informal assessments to monitor their learning. Students having difficulty with concepts are provided immediate math interventions through small group instruction. Technology applications and programs which provide practice in math fluency and problem solving also support individual student learning. Challenge classes are offered for students who have achieved mastery of the curriculum prior to the end of a unit.

4. Additional Curriculum Area:

Stewart teachers want kids to wonder “why?” This investigative spirit is at the heart of the science curriculum and the Next Generation Science Standards. It also supports the belief that kids must construct their own meaning while learning.

The science curriculum is organized in units, allowing teachers to focus on a concept for an extended period of time and ask questions that lead students to make connections within a unit and deepen student understanding. With the Five-E Model, (engage, explore, explain, elaborate and evaluate) students develop an understanding of science concepts through hands-on experiences, problem solving, decision making and applications of knowledge. Teachers often begin learning experiences with an engaging science probe to pique students' interest and assess what they already know or think about a particular concept. For example, "Why does the Moon look different each night?" Teachers use this formative assessment data to plan upcoming lessons and encourage students to explore concepts on their own and with others. Investigations take place in the classroom, in the science lab, and in the school's outdoor-learning habitats. Students regularly use science tools and materials independently. Before, during, and after investigations, students have opportunities to purposefully interact and elaborate on what they are learning. Students learn respectful ways to communicate ideas and listen to and learn from each other. As students express thoughts, teachers focus on the use of scientific terms and ask questions that help students draw reasonable conclusions from the evidence they gathered during the investigation. Teachers clarify the ideas expressed and lead students to continue thinking until they can accurately explain the concept. During each learning experience, students record their understanding in science notebooks. Teachers guide students as they draw and write, providing scaffolds that allow students to communicate the science concepts and their own thoughts effectively. Teachers regularly evaluate the notebooks to assess each student's understanding. Teachers are often amazed at the depth of students' thinking and kind of writing they produce. Because inquiry science experiences are so engaging, many students have been able to overcome their resistance to write. From PreK onward, students develop science understanding and writing skills while investigating. The incredible progress students make in writing and science is celebrated frequently.

B. The early childhood program at Stewart Elementary for 3 and 4 year old students provides a rich and comprehensive curriculum that supports the development of the whole child and integrates learning across multiple domains including: social and emotional development, language and communication, beginning reading and writing, mathematics, science, social studies, plus fine arts, physical development, and technology.

As Stewart teachers plan reading and writing units, they create activities that build students' skills, including awareness of sounds, print and letter knowledge, and comprehension of text. Students begin by learning letters authentically, for example, by recognizing letters in their own name. In math, teachers focus on building an understanding of number and mathematical competencies, and activities are integrated throughout the day to build children's mathematical thinking. Students learn math in a real way, like through calendar time, creating patterns, or recognizing that items are larger or smaller. All activities are designed to

be rigorous but developmentally appropriate in order to build on each student's strengths and address specific needs efficiently. Stewart teachers differentiate, accommodate, and modify their instruction to scaffold learning and make learning accessible for all students. Stewart strives to reach all of their students and enhance their school readiness through responsive instruction.

The Stewart early childhood program directly aligns and prepares students for kindergarten. The teachers skillfully lay the foundation for students to be successful with the rigorous academic standards expected in kindergarten through 5th grade. They have provided the students with multiple opportunities to practice needed skills in a variety of ways and in various contexts with scaffolding to support their foundational learning.

At Stewart, there are several indicators that have shown the impact of the early childhood program on school readiness and success. The students who have participated in the program have increased phonological awareness and have strong alphabet knowledge skills, with most of them knowing their letters and sounds and several are beginning to read and write as they enter kindergarten. The students who participated in the early childhood program also show enhanced listening comprehension skills, an increased ability to engage in conversations and use complete sentences, and have larger vocabularies. They also show a basic understanding of counting and numbers, shapes, measurement and patterning. By the end of the kindergarten year, over 90% of these students are on or above grade level in reading and math. At Stewart, teachers believe in the power of the young mind. Allowing the youngest learners access to school and the tools to begin creating their own meaning is one of the most impactful things teachers can do to help them become successful.

5. Instructional Methods:

The instructional methods Stewart teachers employ are an important part of their students' success. Teachers understand that they must utilize methods that are research-based and implement them consistently within every classroom. They believe that students learn best when they are given the opportunity to construct their own meaning rather than through memorizing disconnected facts. Whenever possible, concepts are presented to students within a contextual framework. Students learn that there can be more than one way to solve a problem, and as facilitators of their learning, we must ensure that they are given time and opportunities to reflect on their own learning and thought processes.

Because Stewart embraces the teachings of Lev Vygotsky, teachers believe that students should play an active role in their own learning and therefore are careful not to dictate their own meanings for students to memorize. Instead, teachers serve as facilitators of student learning. The amount of time teachers spend talking in front of the classroom is minimized, and the spotlight is on the students as they construct meaning and reflect on their own understandings. Students learn to engage in thoughtful conversations. Stewart students often work collaboratively in pairs or small groups. They also participate in conversations daily with teachers through individual conferences, small group instruction, and classroom discussions. Through these social interactions, learning is propelled. The utilization of technology allows the teacher to maximize the effect of the lesson and permits more in-depth creativity with student work and production.

Flexible grouping is an important instructional technique utilized daily and in every subject area. Teachers present new information in a mini lesson format during whole group instruction. Students then have the opportunity to apply new learning independently, in groups, or in pairs. While this is occurring, the teacher conferences with individual students or pulls small groups of students for additional guided support. Technology applications also improve individual, targeted instruction. Teachers understand the need to scaffold new information for students and to provide necessary support until students can independently apply new learning. This gradual release model is consistently applied throughout all disciplines. With this model, students spend the majority of the day "doing the work." The work is scaffolded and appropriate for the needs of each student, allowing them to take an active role in making meaning of concepts.

6. Professional Development:

Stewart Elementary utilizes consistent, focused, sustained professional development to support student achievement. Best teaching practices have been researched, and all teachers have a clear understanding of Stewart's teaching philosophy, which is also congruent with the vision of CCISD and adheres to state standards. Staff development needs are determined by analyzing student assessment data and by conducting frequent classroom observations. Teachers are also surveyed for input regarding their own professional development goals.

Four instructional coaches provide approximately 50 hours per year per teacher of staff development in language arts, mathematics, and science. This training occurs through after school courses, book studies, modeled lessons, team planning sessions, and individual teacher conferences. The coaches also schedule coaching cycles with teachers based on individual teacher goals.

Teachers who are new to Stewart participate in an after school course to help them learn the teaching philosophy and best practices adopted by the school and district. A subsequent course is offered for teachers who have taught at Stewart more than one year. These courses are designed to meet the specific needs of teachers. For example, this year teachers could select from courses like, Extension and Intervention, Science and Writing, and Bilingual Literacy. Job-embedded courses are also offered for teachers, called "Mega Cycles" and "Mini Cycles". These courses are designed based on teachers' surveys, and topics of study have included Talking to Learn, Using Mentor Texts, Conferring, and Inquiry Based Instruction.

Professional development is also supported through vertical curriculum teams which meet monthly to discuss relevant issues in language arts, math, and science. Faculty meetings, designated staff development days and focus study groups provide powerful opportunities for teacher growth. Stewart teachers also collaborate with other district instructional coaches who are experts in literacy circles or other areas of focus. In order to extend learning in critical need areas, such as math, science or second language learning, the district has contracted professionals in the field to have consistent, ongoing sessions for three years. Stewart teachers have also engaged in lesson studies within their grade level. The team plans a lesson together; one teacher models the lesson in her class, and the team observes. After the lesson, the team reflects and discusses how the lesson can be improved and the team tries the lesson in their own classrooms. This team model has proven to allow deeper thinking and more ownership for teachers.

7. School Leadership

From the Principal, to the Assistant Principal and Counselor, to each Instructional Coach, leadership is exemplified at all levels at Stewart Elementary. Courageous, innovative, caring, and student-centered are just a few words used by staff when asked to describe the campus leadership. One employee stated, "Every successful team begins with trust and rapport. Building relationships and trust within the school culture is a priority at Stewart. We collaborate as a team, setting up cadres of learning where everyone has a seat at the table...every voice is honored and heard, every opinion is valued." This statement is amplified through an annual survey of staff, parents and students at Stewart Elementary where 98% of teachers said the campus leadership contributes to a positive culture at the school. Campus leaders consistently look for ways to encourage and support teachers and always roll up their sleeves, kneel down, and see education through the eyes of the students. These purposeful actions do not go unnoticed by parents--nine out of ten say the principal has a visible presence in the school. The principal provides further support by providing time within the school day for teams to collaborate and plan lessons and hiring instructional coaches to support teachers directly in the classroom.

With every voice being honored and heard, students, teachers, and parents are encouraged to help lead by example. Student leadership teams help organize bully prevention activities, create digital citizenship codes, and run the school store. Parents lead the Parent Teacher Association, organize school fundraisers and serve on the school instructional improvement committee. Teachers lead professional development sessions for the campus and district. Over eight extra-curricular activities, like chess, track, art, percussion, are offered for students, all possible because leaders at Stewart give of their time to expand opportunities for students.

Campus decisions are not made in isolation at Stewart Elementary. The campus principal leans on the strengths of campus stakeholders to guide decisions and the development of improvement plans. A decision is final when everyone is in consensus that the choice is best for students. Stewart leaders have created a culture where communication and professionalism is the norm.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (2008-2011); STAAR (2011-2013)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory /Met Standard plus % Advanced/Commended	84	88	94	96	96
% Advanced/Commended	19	30	36	31	42
Number of students tested	57	50	66	48	57
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment	4	9	6	9	6
% of students tested with alternative assessment	7	15	8	16	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Satisfactory /Met Standard plus % Advanced/Commended	77	75	96	91	94
% Advanced/Commended	19	25	32	13	32
Number of students tested	26	16	25	23	31
2. Students receiving Special Education					
% Satisfactory /Met Standard plus % Advanced/Commended	69	67	70	100	100
% Advanced/Commended	15	0	20	8	22
Number of students tested	13	12	10	12	9
3. English Language Learner Students					
% Satisfactory /Met Standard plus % Advanced/Commended	100	60	100	90	100
% Advanced/Commended	38	20	42	20	31
Number of students tested	8	5	12	10	13
4. Hispanic or Latino Students					
% Satisfactory /Met Standard plus % Advanced/Commended	79	67	100	95	94
% Advanced/Commended	16	11	41	14	38
Number of students tested	19	9	17	21	16
5. African- American Students					
% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
6. Asian Students					

% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
9. White Students					
% Satisfactory /Met Standard plus % Advanced/Commended	85	97	91	96	97
% Advanced/Commended	18	38	34	44	44
Number of students tested	34	34	47	27	39
10. Two or More Races identified Students					
% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory /Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

NOTES: Students receiving special education services in Clear Creek ISD and at Stewart Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Stewart Elementary in determining the correct assessment for each

student.

In 2011-12, five or fewer English Language Learner students took a 3rd grade mathematics assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (2008-2011); STAAR (2011-2013)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory/Met Standard plus % Advanced/Commended	86	80	97	97	94
% Advanced/Commended	27	13	51	49	43
Number of students tested	66	76	61	68	70
Percent of total students tested	100	100	97	97	96
Number of students tested with alternative assessment	10	5	10	5	8
% of students tested with alternative assessment	13	6	14	7	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Satisfactory/Met Standard plus % Advanced/Commended	84	82	94	94	93
% Advanced/Commended	35	6	44	32	42
Number of students tested	31	34	34	31	43
2. Students receiving Special Education					
% Satisfactory/Met Standard plus % Advanced/Commended	79	47	100	100	83
% Advanced/Commended	14	0	46	33	8
Number of students tested	14	15	13	6	12
3. English Language Learner Students					
% Satisfactory/Met Standard plus % Advanced/Commended	81	100	100	94	86
% Advanced/Commended	38	33	48	28	28
Number of students tested	16	18	21	18	29
4. Hispanic or Latino Students					
% Satisfactory/Met Standard plus % Advanced/Commended	88	81	100	93	89
% Advanced/Commended	32	15	48	34	31
Number of students tested	25	27	29	29	35
5. African- American Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
6. Asian Students					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
9. White Students					
% Satisfactory/Met Standard plus % Advanced/Commended	85	78	94	100	100
% Advanced/Commended	27	9	53	57	58
Number of students tested	33	46	32	35	31
10. Two or More Races identified Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

NOTES: Students receiving special education services in Clear Creek ISD and at Stewart Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Stewart Elementary in determining the correct assessment for each student.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (2008-2011); STAAR (2011-2013)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory/Met Standard plus % Advanced/Commended	88	85	97	92	93
% Advanced/Commended	21	16	52	58	64
Number of students tested	82	61	66	73	58
Percent of total students tested	100	100	99	96	100
Number of students tested with alternative assessment	6	11	7	12	10
% of students tested with alternative assessment	7	15	10	14	15
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Satisfactory/Met Standard plus % Advanced/Commended	85	85	94	92	91
% Advanced/Commended	13	10	36	61	59
Number of students tested	39	33	33	38	34
2. Students receiving Special Education					
% Satisfactory/Met Standard plus % Advanced/Commended	80	71	100	88	93
% Advanced/Commended	0	0	25	31	43
Number of students tested	10	14	8	16	14
3. English Language Learner Students					
% Satisfactory/Met Standard plus % Advanced/Commended	87	68			85
% Advanced/Commended	20	5			54
Number of students tested	15	19	4	3	13
4. Hispanic or Latino Students					
% Satisfactory/Met Standard plus % Advanced/Commended	86	80	96	88	91
% Advanced/Commended	11	3	46	53	59
Number of students tested	35	30	24	32	22
5. African- American Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
6. Asian Students					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
9. White Students					
% Satisfactory/Met Standard plus % Advanced/Commended	88	90	97	94	94
% Advanced/Commended	27	30	51	66	66
Number of students tested	41	30	39	35	32
10. Two or More Races identified Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

NOTES: Students receiving special education services in Clear Creek ISD and at Stewart Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Stewart Elementary in determining the correct assessment for each student.

In 2009-10 and 2010-11, five or fewer English Language Learner students took a 5th grade mathematics assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (2008-2011); STAAR (2011-2013)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory/Met Standard plus % Advanced/Commended	91	96	91	98	100
% Advanced/Commended	21	34	38	48	48
Number of students tested	56	50	66	48	58
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment	5	9	5	9	5
% of students tested with alternative assessment	8	15	7	16	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Satisfactory/Met Standard plus % Advanced/Commended	84	93	96	96	100
% Advanced/Commended	30	27	32	35	33
Number of students tested	25	15	25	23	33
2. Students receiving Special Education					
% Satisfactory/Met Standard plus % Advanced/Commended	85	83	80	89	94
% Advanced/Commended	8	8	0	22	28
Number of students tested	13	12	10	9	9
3. English Language Learner Students					
% Satisfactory/Met Standard plus % Advanced/Commended	88		100	90	100
% Advanced/Commended	25		55	20	21
Number of students tested	8	4	11	10	14
4. Hispanic or Latino Students					
% Satisfactory/Met Standard plus % Advanced/Commended	94	89	100	95	100
% Advanced/Commended	17	0	25	38	24
Number of students tested	18	9	16	21	17
5. African- American Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
6. Asian Students					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
9. White Students					
% Satisfactory/Met Standard plus % Advanced/Commended	88	100	88	100	100
% Advanced/Commended	24	47	40	56	59
Number of students tested	34	34	48	27	39
10. Two or More Races identified Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

NOTES: Students receiving special education services in Clear Creek ISD and at Stewart Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Stewart Elementary in determining the correct assessment for each student.

In 2011-12, five or fewer English Language Learner students took a 3rd grade reading assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (2008-2011); STAAR (2011-2013)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory/Met Standard plus % Advanced/Commended	92	92	93	94	90
% Advanced/Commended	38	14	40	29	24
Number of students tested	61	73	58	69	71
Percent of total students tested	100	100	97	99	97
Number of students tested with alternative assessment	12	8	11	3	7
% of students tested with alternative assessment	16	10	16	4	9
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Satisfactory/Met Standard plus % Advanced/Commended	92	94	88	88	88
% Advanced/Commended	40	9	31	9	21
Number of students tested	25	33	32	32	43
2. Students receiving Special Education					
% Satisfactory/Met Standard plus % Advanced/Commended	93	93	85	83	83
% Advanced/Commended	29	7	31	0	8
Number of students tested	14	15	13	6	12
3. English Language Learner Students					
% Satisfactory/Met Standard plus % Advanced/Commended	82	94	84	83	82
% Advanced/Commended	27	11	11	0	18
Number of students tested	11	18	19	18	28
4. Hispanic or Latino Students					
% Satisfactory/Met Standard plus % Advanced/Commended	95	89	89	87	85
% Advanced/Commended	32	11	15	3	18
Number of students tested	19	27	27	30	34
5. African- American Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
6. Asian Students					
% Satisfactory/Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
9. White Students					
% Satisfactory/Met Standard plus % Advanced/Commended	94	93	97	100	94
% Advanced/Commended	45	14	61	49	33
Number of students tested	33	43	31	35	33
10. Two or More Races identified Students					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory/Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

NOTES: Students receiving special education services in Clear Creek ISD and at Stewart Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Stewart Elementary in determining the correct assessment for each student.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (2008-2011); STAAR (2011-2013)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory / Met Standard plus % Advanced/Commended	89	83	99	97	98
% Advanced/Commended	27	27	46	38	34
Number of students tested	81	59	68	74	59
Percent of total students tested	100	100	99	99	98
Number of students tested with alternative assessment	7	12	5	11	8
% of students tested with alternative assessment	8	17	7	13	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory / Met Standard plus % Advanced/Commended	84	72	97	97	97
% Advanced/Commended	18	10	29	31	15
Number of students tested	38	32	35	39	33
2. Students receiving Special Education					
% Satisfactory / Met Standard plus % Advanced/Commended	80	93	88	93	92
% Advanced/Commended	10	7	25	7	31
Number of students tested	10	14	8	15	13
3. English Language Learner Students					
% Satisfactory / Met Standard plus % Advanced/Commended	87	50			92
% Advanced/Commended	13	0			0
Number of students tested	15	16	4	3	13
4. Hispanic or Latino Students					
% Satisfactory / Met Standard plus % Advanced/Commended	83	70	96	94	95
% Advanced/Commended	17	4	38	28	14
Number of students tested	35	27	26	32	22
5. African- American Students					
% Satisfactory / Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
6. Asian Students					
% Satisfactory / Met Standard plus % Advanced/Commended					

% Advanced/Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory / Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory / Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
9. White Students					
% Satisfactory / Met Standard plus % Advanced/Commended	95	94	100	100	100
% Advanced/Commended	33	48	49	47	48
Number of students tested	40	31	39	36	33
10. Two or More Races identified Students					
% Satisfactory / Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory / Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory / Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory / Met Standard plus % Advanced/Commended					
% Advanced/Commended					
Number of students tested					

NOTES: Students receiving special education services in Clear Creek ISD and at Stewart Elementary are not treated with a one size fits all solution. A committee, comprised of the student’s parent(s), teacher(s), special education team leader/facilitator, and campus administrator, utilizes a multitude of data sources and determines the most appropriate state assessment for each student. Alternative assessments in Texas include both modified and alternate tests. Modified tests are for students who receive instruction based on modified academic achievement standards, while alternate tests are designed for students with significant cognitive disabilities. Although the percentage of students taking an alternative assessment exceeds 2% in each of the five years, not all students receiving special education services took an alternative assessment. This is due to the individualized approach taken by Stewart Elementary in determining the correct assessment for each student.

In 2008-09 and 2009-10, five or fewer English Language Learner students took a 5th grade reading assessment.