

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 Mrs. Dawn Roberts Rink

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

Official School Name McCoy Elementary School

(As it should appear in the official records)

School Mailing Address 2425 McCoy Road

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

City Carrollton State TX Zip Code+4 (9 digits total) 75006-1408

County Dallas County State School Code Number* 057903114

Telephone 972-968-2300 Fax 972-968-2310

Web site/URL http://www.mccoy.cfbisd.edu E-mail rinkd@cfbisd.edu

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*Dr. Bobby Burns E-mail: burnsb@cfbisd.edu

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

District Name Carrollton-Farmers Branch Isd Tel. 972-968-6100

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. James Goode

(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):
- 25 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 1 K-12 schools
- 37 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. 8 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	0	0	0
K	32	30	62
1	32	39	71
2	36	22	58
3	31	33	64
4	41	22	63
5	46	35	81
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	218	181	399

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 29 % Asian
 - 10 % Black or African American
 - 31 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 26 % 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: 15%

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	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	60
(4) Total number of students in the school as of October 1	402
(5) Total transferred students in row (3) divided by total students in row (4)	0.149
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 14 %
56 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Spanish, Vietnamese, Urdu, Malayalam, Mandarin, & Burmese.
8. Students eligible for free/reduced-priced meals: 38 %
 Total number students who qualify: 149

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 %
42 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.

22 Autism	0 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	6 Specific Learning Disability
2 Emotional Disturbance	31 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
3 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	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	3
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 19:1

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	97%	98%	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

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. 1999

PART III – SUMMARY

From the outside, McCoy Elementary School, in Carrollton, Texas, looks like every other suburban neighborhood school across the nation. Step inside McCoy, though, and a whole new picture of excellence emerges. Culture and tradition run deep in this school which serves students in kindergarten through fifth grade. Built in 1978, the school was named for the McCoy family, early settlers in the Dallas area. The campus is a traditional neighborhood school with 399 students with 37% of those considered economically disadvantaged. Uniquely, the student population is almost one-third Hispanic, one-third White and one-third Asian.

What sets McCoy Elementary apart from other schools is its commitment to high achievement for every student. McCoy was recognized for this commitment to excellence by being named to the Texas Business & Education Honor Roll for 2006, 2007, 2008, 2009, and 2010. McCoy was ranked #2 in Dallas Magazine's "The Region's Best 250 Elementary Schools," named a Distinguished Title I School 2010, 2011, 2012, and 2013 and a Blue Ribbon School of Excellence in 1999. This year, the school received three Stars of Distinction from the Texas Education Agency for Top 25% Student Progress, Academic Achievement in Reading and in Math. These accomplishments are wonderful, but the testimonial of a parent expresses the success of the campus best: "The academic, social and emotional growth of each child is due to the caring, cooperative efforts of the entire McCoy family - teachers, and staff. The McCoy Staff helps build a solid foundation of education so that no child is left behind. "

The focus on partnerships is what makes the campus mission statement special: "McCoy Elementary School, in partnership with our families and community, will develop students who meet the proficient or commended level on STAAR and graduate college ready and/or workforce ready without remediation." The McCoy student council is one example of partnering with the community. The student council was recognized in the local media for their community efforts in feeding the homeless with over 3,300 peanut butter and jelly sandwiches and for supporting troops overseas with card and gifts.

McCoy Elementary houses a unique program for the Carrollton-Farmers Branch School District. LEAP, an acronym for Leading Exceptional Academic Producers, is a self-contained program for the exceptionally gifted child. The focus is to provide an environment which strives to meet the academic, social, and emotional needs of the students. The curriculum emphasizes academic rigor, creativity, self-motivation, and high productivity. LEAP students function significantly above their chronological age; therefore, their instruction is unique, providing both vertical and horizontal depth and acceleration, individualization, and continually challenging opportunities for application and transfer of learning.

The tradition of excellence at McCoy extends to every student. The Preschool Program for Children with Disabilities (PPCD) program is designed to create appropriate educational opportunities for Kindergarten students with disabilities. The PPCD program provides children with developmentally appropriate experiences in a safe and supportive environment. Students have access to a wide variety of technology with programs that do everything from allowing a non-verbal child to communicate to providing a student with fine motor limitations the ability to write sentences. With high expectations for success, PPCD students are prepared to become life-long learners.

One of the lasting traditions at McCoy Elementary is the amazing music program. All McCoy students have an opportunity to tell a story through movement and music, with the students highly involved in creating their own melodies and dance forms. Fifth grade students learn music and dance from Russia, performing a magical sword formation of a star for the finale. Students look forward to this activity from as early as the Kindergarten. Music incorporates all academic areas. For example, Kindergarten students learn numbers and counting skills. Upper elementary students learn translation, rotation and reflection as practiced in movement activities for dance, as well as melodic themes.

Texas Day is a fun filled tradition at McCoy. Students dress up like cowboys, listen to country music, attend sessions that teach about Texas culture and symbols and even hear Texas ghost stories by a glowing

campfire. The stories told are never to be whispered to another soul, so that the mystery remains for listeners for years to come.

One parent expressed, “If ever there was a perfect school it would be McCoy Elementary. The staff and teachers truly love the kids; they go above and beyond the call of duty. I feel my son received so much more than a great elementary education, but a great start in life. The teachers and staff teach and exemplify character and a passion for learning.” McCoy Elementary is a shining star in the academic world where partnership with parents and community support a strong foundation of high achievement creating a well-rounded, future-ready student.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment Results: A.

Assessment is critical in guiding the teaching at McCoy Elementary. Through systematic and aligned assessment teachers monitor progress. Texas released a new Accountability system for the 2012-2013 school year which has two ratings including “met standard” or “improvement required.” Under this system, McCoy was assigned a “Met Standard” rating. Elementary students take a test called the State of Texas Assessments of Academic Readiness (STAAR). On the STAAR assessments, there are three levels that describe student performance: Level III: Advanced Academic Performance, Level II: Satisfactory Academic Performance, and Level I: Unsatisfactory Academic Performance. A student is considered to have passed a STAAR assessment if he/she earned a score at least as high as the cut score for Level II: Satisfactory Academic Performance. To earn the “met standard rating”, a campus must meet standards for Student Achievement, Student Progress and Closing Performance Gaps. The Student Achievement index examines test results of all students in all subjects – reading, math, writing, science and social studies. The score is based on the percentages of students passing each exam. The Student Progress index focuses on student growth from the previous year for each ethnic group, students with disabilities and English language learners. The score is based on the results in reading, math, and writing, looking at whether students met or exceeded growth expectations. Closing the achievement gap is based on advanced academic achievement of economically disadvantaged students and the two lowest performing ethnic student groups. The score is based on the percentage of those students reaching a higher level of performance, Level II, on each test. Schools that “met standard” can be recognized with three “distinction” designations. McCoy received all three “distinctions” that the state bestowed on elementary campuses including Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics and for being in the top 25 percent for growth in student success called Student Progress.

Assessment Results: B.

In 2012, the State of Texas migrated from the Texas Assessment of Knowledge and Skills (TAKS) test to the State of Texas Assessment of Academic Readiness (STAAR) test as its measure of state and national accountability. With this change, the test moved to more rigorous standards and a focus on college readiness skills, even at the elementary level. The charts, shown elsewhere in this document, show the history of McCoy’s success on both assessments.

Over the past five years, McCoy’s data shows that it is living up to its vision of high achievement for all students. This statement is true across all tested subject areas and all subpopulations of students. A look at the aggregate scores of all assessments (math, reading, writing and science) over this period of time shows aggregate scores of student mastery at the 89% or higher level. If analyzed in comparison to the performance of students across the state, McCoy’s scores are consistently higher, with its students outperforming the state average by 17% in both reading and math.

While this in and of itself is noteworthy, even more significant is the amount of students scoring at the advanced rate (or in TAKS terms, at the commended level). Advanced or commended means that a student missed no more than 3 questions on a particular subtest. Consistently over the past five years, McCoy’s advanced/commended rate has hovered between 42% and 48% for all subject areas. Delving even further into this data, the advanced performance level in the past two years has risen 5% points (19%-24%) with economically disadvantaged students and up 16% (32%-48%) with its special education population. In addition, the scores reported take into account all special education students enrolled in grades 3-5, thus demonstrating that the staff is preparing all students to take on level assessments with high degrees of success.

Looking at the combined scores for reading and math in grades 3-5, one notes strong scores in all subpopulations. However, there were two anomalies that were of concern for the staff at McCoy. English Language Learners (ELL), a traditionally struggling subpopulation, showed 91% of the students passing in 2009, yet fell to 72% in 2011. In addition, the special education population, with the move to more rigorous

standards on the STAAR test, dipped from 94% in 2009 to 79% in 2011. This change caused the staff to analyze their teaching techniques and led them to take steps to ensure student learning at the highest level.

In general, several measures were implemented to help address these inconsistencies. First and foremost, a coordinated Response to Intervention (RtI) system was put into place. This initiative worked with all struggling students and remediated deficiencies in small groups at the point of confusion. In addition, tutorials became more focused with staff disaggregating data and strategically assigning students to those tutorials based on specific student expectations. Since ELLs were a subgroup that was underperforming, a study of the English Language Proficiency Standards (ELPS) was undertaken. Through the use of these standards, teachers were able to identify students' levels of proficiencies in listening, speaking, reading and writing and then identify next steps to help them fill in missing skills.

Through implementation of these strategies, these two subpopulations rebounded to 88% of ELL students and 94% of the special education population showing mastery of grade level skills during the 2012-2013 school year.

2. Using Assessment Results:

Student performance data determines the instructional decisions made at McCoy Elementary. Each spring, students take the STAAR exam (State of Texas Assessment of Academic Readiness). Test results get a thorough analysis that looks beyond the items students missed: each possible answer choice is analyzed for student misconceptions. Objectives tested on STAAR come directly from the Texas Essential Knowledge and Skills (TEKS); each question references a specific objective. The analysis provides data that informs instruction for those students during the next year so that instruction can target student needs very specifically. Teachers, curriculum specialists, and administrators discuss data results and implications for instruction during Professional Learning Community (PLC) meetings each month.

McCoy curriculum uses the UbD (Understanding by Design) model that structures each instructional unit based on the questions, "What do we want students to know?" and "How will we measure what they learn?" Units of study include formative assessments that show student mastery leading up to the summative assessment. Summative assessment items, like STAAR items, are referenced to specific learning (TEKS) objectives and this makes it possible for teachers to target instructional intervention to assure student mastery. By campus policy, students achieving less than 70% on a summative assessment receive additional instruction on the material and then have a second chance to test. This grading policy enhances the opportunity for students to achieve success.

Diagnostic and benchmark assessments play an important role in providing effective instruction. Teachers periodically observe each individual's reading behavior using Running Records, and students take the iStation Indicators of Progress Reading Assessment to monitor progress in reading skills. The progress of English Language Learners toward proficiency in English gets examined each year using the Texas English Language Proficiency System (TELPAS). Three times each year, students in grades 2-5 take MAP (Measures of Academic Progress) so that their achievement in Math, Reading, and Science might be compared with similar students.

Throughout the academic year, teachers, curriculum specialists, and administrators monitor student progress. Every nine weeks a formal committee examines student progress on diagnostic and performance measures. This committee makes recommendations for students needing Response to Intervention or other remedial accommodations.

The culture at McCoy is to "over-deliver" service and communication to our students and parents. In fall and spring, teachers hold parent conferences to discuss student progress. Parents have constant online access to their student's grades through the school district Parent Connect website. Each nine weeks, students get a report card and each four weeks they get a progress report. Teachers notify parents in writing when students fail a summative assessment and require reteaching and reassessment. Parents also receive a

student report for each MAP test, and the school holds a meeting to explain how to interpret the results. Each student's STAAR performance report includes a written explanation of the results. McCoy's school website features a campus report card and an accountability report so that anyone in the community might see the results of our passion for students and teaching.

3. Sharing Lessons Learned:

McCoy Elementary staff has shared instructional strategies and special programs by welcoming educators to campus and through numerous presentations both locally and throughout the state and beyond. Educators from within the state of Texas and from out of state have come to McCoy to learn more about implementation of the gifted program as well as how it serves its general education and special education student populations. The elementary portion of the Leading Exceptional Academic Producers (LEAP) program for highly gifted students is housed at McCoy. This program serves highly gifted students from Kindergarten through Fifth grade from campuses throughout the district. Administrators and teachers from public and private schools come to learn more about implementing gifted programming and serving gifted students and their families. Visiting educators want to learn more about instructional strategies for differentiating curriculum for gifted learners, special populations, and general education students. McCoy has hosted visitors from numerous districts in around the region. Other visitors have come from school districts beyond the Metroplex as well as from states as far as Tennessee. Staff at McCoy has been active as presenters and educators to other professionals within the school district and beyond CFBISD. The Principal presented at the University of North Texas Assistant Principal Conference on the topic of leadership. Several teachers have presented at the Texas Association of Gifted and Talented on topics regarding gifted curricular planning and identification as well as at the district's Gifted U during the summer to provide training to CFBISD teachers on topics of gifted instruction, assessment, and curriculum to teachers from grades K -12. One teacher presented a poster session at the National Association of Gifted Children on the topic of assessment. In addition staff has presented information for parent groups ranging from families on campus to district-wide events held jointly with the CFB Association of Gifted and Talented Children. The instructional staff at McCoy is encouraged to continue to set professional goals and to share learning with one another through staff meetings, professional learning communities, and by participating on internal rounds teams as well as being members of instructional rounds teams on other campuses in the district.

4. Engaging Families and Community:

Our partnership with parents and the Parent Teacher Association (PTA) has resulted in activities that allow parents, teachers, and students to learn together. McCoy celebrates its diverse community and showcases this diversity in many ways throughout the year, particularly in our fine arts program. Each grade level has an opportunity to demonstrate their creativity through dramatic and musical performances to our parents and community. On Curriculum Night, parents are trained by our teachers in reading and math strategies which allow them to mentor their child at home to accelerate emergent reading and mathematical number sense. We have implemented Bring Your Dad to School Day in tandem with the Strong Father and Strong Family Program.

Effective two-way communication is an important ingredient to student success. Parent conferences are held at the end of the first and third nine weeks which build the communication system. When developmental delays are a concern, the principal and teacher collaborate with parents to determine an appropriate course of action. Parent conferences, phone calls and informal notes home continue to be extremely effective. Tuesday Newsday Folders are in place for all communication from school, including flyers, weekly behavioral communications, and reports of academic progress. Parents receive notification of all school activities through several means including phone calls and email so that they can plan to support their child's learning by accompanying field trips, attending performances, or viewing student plays and awards' assemblies.

As part of a diverse metropolitan community, McCoy is able to participate in a variety of opportunities that add quality to the educational experience. Field trips to the Farmers Branch Historical Park, Carrollton City

Hall, the Perot Museum of Nature and Science, and the Dallas Children's Theater are but a few of the enrichment opportunities offered. Fourth graders visit our state capitol in Austin, Texas. Fifth graders at McCoy Elementary have the opportunity to attend Camp Grady Spruce Outdoor Education Program for four days and three nights with a focus on hands-on science education. Each year, approximately 20 adults accompany fifth graders and their teachers to camp to help provide supervision for this experience. While Outdoor Education was developed with school curricula in mind, the overnight experience provides many more growth opportunities for these students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Texas Essential Knowledge and Skills (TEKS) serve as the framework for public school curriculum in Texas. The McCoy curriculum includes these standards along with additional rigor and relevance. Student achievement data drives curriculum choices; empirical observation of student performance confirms those choices. Staff members aspire to develop a lifelong passion for learning in students while preparing them to achieve beyond basic level competencies of the State of Texas Assessment of Academic Readiness (STAAR) tests.

Across all subjects, accountable student talk defines the learning culture at McCoy. Students are taught to articulate and justify their thinking as this empowers them to become independent learners. Students are expected to use academic content vocabulary themselves with the expectation that this will enhance their achievement.

Students engage in Language Arts lessons through Reading and Writing Workshops. The reading curriculum draws on best practices developed by Fountas and Pinnell. Workshop time begins with a mini-lesson followed by an extended practice time in which students read or write. The teacher confers with individuals and meets with Guided Reading groups during workshop time. During this contact with individual students, teachers observe language performance and adjust instruction to meet student needs. Both Writing and Reading Workshops end with a share time. Language Arts lessons also include Shared Reading, Read-Alouds, Word Study, and Spelling. The Guided Reading library at McCoy provides texts organized by Fountas-Pinnell level for use during Guided Reading groups, and teachers also use the Harcourt Journeys reading anthology texts.

Math instruction also follows a workshop model specified by Investigations in Number, Data, and Space. The teacher teaches a short focus lesson followed by various student-centered activities that deepen understanding of the target objective. During the activities, teachers observe performance and promptly address student misconceptions. Teachers can challenge or remediate students within the lesson. Following the student-centered activities, the class regroups to discuss their learning.

Science lessons follow the BSCS (Biological Sciences Curriculum Study) 5E Instructional Model. Lessons using the 5E model immerse students in hands-on learning through five phases of instruction: Engagement, Exploration, Explanation, Elaboration, and Evaluation. Students actively construct meaning with guidance from teachers. Science units include technology activities such as Classroom Performance System (CPS) lessons or templates for projects like flipbooks or dioramas. The designated Science Lab provides a place for students to investigate and experiment.

Social Studies lessons include geography, history, biography, government, economics, culture, influence of technology, and social issues. Intermediate students develop scholarly thinking through Document-Based Questions activities and Project-Based Learning. McCoy takes particular pride in a program called R Time that fosters positive relationships and enhances good manners and respect among peers. Each Monday morning, all McCoy classes participate in R time activities. During R time, students meet with a randomly chosen partner and discuss a particular question followed by a class discussion. For example, students discuss ways to handle conflict and disagreements appropriately.

McCoy students explore the visual arts during art class. Lessons about elements of art and design help to develop their visual awareness. They learn about art history and its connection to culture as a whole. Viewing and analyzing artworks, they acquire appreciation for the work of artists. The children express their creativity through a variety of media, including paint and sculpture. The art teacher hosts a weekly art club for budding artists who wish to delve deeper into their creativity.

The Music program at McCoy immerses students in the world of melody and rhythm. Each student participates in a musical program at least once a year. The music teacher creates original programs that

capitalize on individual student talent. Daily music lessons might include vocal activities, rhythm instruments, recorders, or drums. Extracurricular music includes the McCoy Chorale and the Orff Rhythm Ensemble.

Physical Education programs urge McCoy students to embrace fitness for a lifetime. The PE teacher makes it possible for students to sample a variety of active pursuits: soccer, volleyball, basketball, dance, track and field, softball, soccer, rock climbing, and more. In addition, students learn about good nutrition and healthy habits.

Students learn to use technology through a project-based approach. The Instructional Technology Specialist teaches students to use computer software to create videos, pictures, slide presentations, documents, etc. Classes use Gaggle for kid-safe email and hold discussions through blogs. A universe of Web 2.0 tools makes it possible for students to express creativity and learning.

2. Reading/English:

2a.(Elementary Schools) Reading:

At McCoy Elementary, the staff strives to develop lifelong readers by empowering students to use reading as a tool for learning, communication, and pleasure. In order to do this, students must spend a great deal of time actually reading – and they do! The reading curriculum follows the Reader’s Workshop model that includes Guided Reading as its core. The staff models the strategies that good readers use, and actively teaches children to attempt unfamiliar words by using text clues for successful decoding and to monitor their reading performance for accuracy, fluency, and thorough comprehension.

Students learn through mini lessons designed to not only teach skills such as accuracy, comprehension and fluency in reading, but also strategies for improving their own understanding as well as building the background knowledge and vocabulary necessary to make sense of content. Students experience regular small group guided reading lessons, individual teacher-led reading conferences, as well as literature circles and reading opportunities with partners. Students then immediately practice the concept with text that matches their independent reading level. The teacher reinforces the learning by conferring with individuals or small groups. As the class reads, the teacher meets with Guided Reading groups. As the Readers’ Workshop time ends, students share their learning or ask questions as a whole group.

During Guided Reading, teachers use real text to challenge students just enough so that they grow in their knowledge of reading strategies and vocabulary. Students learn to process text clues and monitor their comprehension at every level of reading development from early emergent to expert. The staff firmly believes that Guided Reading is the best way to meet individual student needs because instructional choices come from observations of each student’s performance. These individual observations and the use of informal Running Record assessments guide our selection of text and instructional strategies. Multiple opportunities exist for readers at all levels. For those needing extra support in order to reach grade-level appropriate reading levels, the Instructional Facilitator as well as highly qualified tutors conduct specialized small groups designed to meet the needs of selected students. Above grade level readers work with suitably challenging material; for example, they may participate in a literacy circle or a reading group based on interest in a particular author’s series.

3. Mathematics:

McCoy believes that mathematical competency forms the foundation for success in many fields. A daily commitment to help students develop computational fluency, number sense, and solid reasoning skills are integral. Each McCoy Elementary student participates in a supportive math community where the motto is, “We learn with and through others.” The staff embraces and practices the use of accountable student talk as an integral part of math lessons. Classroom discussions prompt students to ask questions, listen actively, and contribute ideas.

Investigations in Number, Data, and Space was chosen as the curriculum because its lessons deconstruct the mysteries of math. Students construct meaning as they experiment with mathematical relationships, analyze how a particular problem might work and create solutions toward the most efficient way to find an answer.

A typical math lesson begins with a brief whole-class discussion that outlines focus points for the lesson. Students then participate in math workshop activities in groups, pairs, or as individuals. Workshop activities frequently include the use of hands-on manipulative materials such as connecting cubes or pattern blocks. Activities vary according to the target concept: building arrays or shapes, playing a game, gathering data, or creating a graph. After the workshop, the class gathers again in a community to share their learning and clarify misconceptions. Daily lessons include activities for intervention and differentiation. Teachers carefully observe student performance during discussions and workshop activities. Some students need extra help to achieve math competency. The staff monitors their test performance and focus remedial instruction on objectives that students need to master. Remedial instruction occurs during designated Response to Intervention and extended-day tutoring.

Every classroom includes a range of learners including students who struggle with or excel in certain areas of mathematics, students with particular learning needs, and students who are English Language Learners. Teachers are active partners in learning the curriculum, understanding how each mathematical focus is developed, and implementing the curriculum in a way that accommodates the needs of particular students. For our students who excel, we differentiate by providing mathematics extensions within the classroom and for our highly gifted population, we course accelerate by two years.

4. Additional Curriculum Area:

McCoy students have an opportunity to tell a story through movement and music, with the students highly involved in creating their own melodies and dance forms to compliment the curriculum and chosen theme for each grade level. During the year, fifth grade students become passionately involved in learning music and dance from Russia, with a performance for the school and parents culminating in a magical sword formation for the finale. This encourages all grade levels to accomplish this feat in their 5th grade year. Students look forward to this activity from as early as their Kindergarten year. The magic continues as 4th grade students demonstrate their ability to learn and play a newly introduced instrument. Students can play recorders like no others in the area, with each student given the opportunity to actually own their instrument. For some, this is their very first instrument. They practice with care and pride at home and on the playground, striving to obtain a cherished colored bead for each song on the progress ladder. Fourth grade students also create their own melodies and movements to American Indian performances, connecting what they learn in their social studies units with their musical experience. Each grade level accomplishes the required skills as established by the Texas Essential Knowledge Skills, but at McCoy Elementary, the students revel in “showing off” their creativity through music. Studies have long been known to show that when students enjoy their day at school, they enjoy their academic experiences. Music incorporates all areas of life, encompassing all the subjects included in a student’s education. Music nourishes mathematical skills, from understanding numbers and counting skills through translation, rotation and reflection as practiced in understanding movement activities for dance, as well as melodic themes. Music naturally incorporates scientific components from helping 1st grade students understand larger and smaller objects to facilitating 3rd grade student’s understanding of the rotation of the planets. In addition, Language Arts is integral to our music program. Using methods based on Carl Orff’s Schulwerk process, students begin to create word groups and patterns from a very early age in Kindergarten all the way through 5th grade. Music reinforces the learning in all subject areas bringing learning to life in a new and creative way.

5. Instructional Methods:

McCoy Elementary is proud of its academic achievements and its commitment to meeting the individual needs of all students. The McCoy staff utilizes and supports programs such as Academic Creative Education (ACE), English as a Second Language (ESL), Content Mastery, Herman Reading and an extremely successful inclusion program in order to meet the individual learning needs of its students. In addition, Leading Exceptional Academic Producers (LEAP), a program for students who are highly gifted, Preschool

Program for Children with Disabilities (PPCD), and Academic Bridging Class (ABC) make their home at McCoy. Our campus improvement plan is aligned with the district goals and places an emphasis on preparing our students for success once they leave our doors. These goals focus on providing academic excellence, caring for the students' physical and emotional safety, and preparing students to interact successfully with technology.

The ABC program is a classroom for first and second grade students with Autism. The program is geared towards students that have the academic knowledge to learn but need to be taught the behaviors on how to learn in a large group setting. Students develop strategies and routines for expected behavior in large and small group environments. The goal of the program is to gradually transition these students back into the mainstream setting. With appropriate behaviors and coping strategies established, students are prepared to learn and socialize in their least restrictive environment.

McCoy Elementary houses a unique program for the Carrollton-Farmers Branch School District. LEAP, an acronym for Leading Exceptional Academic Producers, is a self-contained program for the exceptionally gifted child. The focus is to provide an environment which strives to meet the academic, social, and emotional needs of the students. The curriculum emphasizes academic rigor, creativity, self-motivation, and high productivity. The LEAP Enrichment program is based on the work of Robert Renzulli's Schoolwide Enrichment Model that promotes engagement through the use of enrichment experiences that are enjoyable, challenging, and interest-based. LEAP teachers in grades K-5 engage students in real-world problem solving such as: Bird Buddies, Go-Green, Origami, Liberate Landfills, Puppeteers, and Water, Water, Everywhere. Each enrichment class has a variety of ages of LEAP students. Through the use of advanced content, these enrichment classes promote student interests and develop talent as well as provide a venue for cross-age student interaction.

McCoy Elementary serves every child, thus meeting the unique needs of the individual.

6. Professional Development:

Goal setting is an important component of professional development at McCoy. All campus personnel are asked to set professional goals at the beginning of each school year. Additionally, the staff is asked to set a goal that will benefit students directly. Staff set short term and long term goals and develop an action plan to achieve those goals. The individual staff member is asked to include a timeline and measure of achievement for each goal. If additional training is part of the plan for achieving the goal then there are many opportunities within the district and beyond that staff can utilize. The district promotes continuous learning for all staff and supports this effort by offering many opportunities for training throughout the year. An example of a professional goal might be to continue post graduate education in order to complete a master degree or state certification. Each staff member is also asked to set a student goal. This is a goal focused on promoting high student achievement. Teachers will list a specific content area and very concrete action steps including any assistance required to help reach that goal with students. Instructional coaching and professional learning communities are vehicles for providing specific instructional guidance as teachers work with students to achieve learning targets and ultimately the goal for the school year.

The campus has been focusing on the role of student discourse as a part of the learning process. The staff identified that students were not engaged productively in conversations about learning and wanted to implement strategies to enhance learning. Staff began this process by reading Classroom Discussions by Chapin, O'Connor, and Anderson prior to the 2010-2011 school year. Each year the campus has continued to expand and develop their thinking about how to ask quality questions that spark meaningful conversation in the classroom. The staff continued to study and read text from Thinking Through Quality Questioning and Instructional Rounds in Education. The campus has participated in both internal and district instructional rounds to better understand how to improve practice. The campus team refined its problem of practice to include giving students more opportunity to use academic vocabulary in student to student conversation. Teachers have worked this past year with their professional learning community about how to provide opportunities for student to student discourse and content vocabulary usage. The emphasis on

continued professional growth and collaboration fosters an environment focused utilizing best instructional practices and promoting high achievement for all students.

7. School Leadership

Collaborative leadership is necessary to achieve McCoy's vision of developing successful, life-long learners. The principal leads a staff of committed educators who base decisions on faculty input, current research, district objectives, and the campus goal of student success. She models teaching best practices by contingency management, feedback, questioning, cognitive structuring, and in-struction through campus professional development. She is open to suggestions that support district and campus goals, encourages professional development, and helps teachers fulfill their per-sonal and professional goals. The McCoy principal utilizes the staff's strengths and talents to activate the strategies encompassed in the Campus Improvement Plan (CIP).

The Campus Improvement Council composed of parents, teachers and community members, implements change and facilitates communication. They acted upon staff suggestions to add an additional planning period, improve cafeteria scheduling, and organize safety plans and dismissal procedures. Team leaders mentor new members, facilitate budget issues, coordinate assessment strategies, and guide curriculum planning. Their leadership has resulted in stronger teaching teams and an increase in staff cohesiveness. Several staff members serve in district leadership roles which focus on student achievement, district innovation, safety, assessment, and employee benefits. Five teachers write district curriculum. Teachers serve as Gifted Liaisons, lead parent meetings, and facilitate communication from the district level to the grade levels. All staff members share campus decision-making roles through committees such as safety, curriculum, social and wellness.

Our district has developed an ambassador training program to address attitudes and mindsets pertaining to public schools and our own district. The program helps participants learn how to step up as ambassadors (champions) for classrooms, campuses, C-FB ISD, and public education as a whole. Participants are trained and committed to communicate publically and generously about the strengths and achievements of the profession. Ambassadors are committed to be guardians of the campus which includes lifting the spirits of colleagues when needed, promoting the accomplishments of staff and students, and speaking well of the education profession. Currently our campus has five staff representatives who are actively involved in this initiative.

The McCoy office staff has been trained in "I-Care" customer service. The focus of I-Care is to develop the customer service skill set within the office staff to help stakeholders feel understood, obtain assistance, and most importantly feel welcome. This leads to increased parental involvement, and inspires staff to be the best they can for their students, parents and community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: Pearson

Test: TAKS

Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory plus % Commended/Advanced	91	90	97	96	96
% Commended/Advanced	44	38	54	59	69
Number of students tested	66	81	79	73	72
Percent of total students tested	97	100	99	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard/Satisfactory plus % Commended/Advanced	84	88	95	89	90
% Commended/Advanced	19	19	38	50	47
Number of students tested	31	26	42	28	30
2. Students receiving Special Education					
% Met Standard/Satisfactory plus % Commended/Advanced	100	86	100	60	100
% Commended/Advanced	20	0	30	20	44
Number of students tested	5	7	10	5	9
3. English Language Learner Students					
% Met Standard/Satisfactory plus % Commended/Advanced	89	100	100	80	94
% Commended/Advanced	22	50	31	20	44
Number of students tested	9	8	16	15	18
4. Hispanic or Latino Students					
% Met Standard/Satisfactory plus % Commended/Advanced	81	93	100	89	93
% Commended/Advanced	15	30	32	41	44
Number of students tested	26	27	28	27	27
5. African- American Students					
% Met Standard/Satisfactory plus % Commended/Advanced		83	88	100	88
% Commended/Advanced		17	25	33	63
Number of students tested		6	8	6	8
6. Asian Students					

% Met Standard/Satisfactory plus % Commended/Advanced	92	100	100	100	100
% Commended/Advanced	62	72	86	65	100
Number of students tested	13	18	14	17	11
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	96	96	100	100
% Commended/Advanced	56	64	68	83	85
Number of students tested	18	25	28	23	26
10. Two or More Races identified Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					

NOTES: In 2008-2009, 2009-2010, & 2010-2011 students took the TAKS Assessment. In 2011-2012 & 2012-2013 students took a more rigorous test, STAAR. Performance levels for TAKS were defined as: Met Standard or Commended; whereas under STAAR these terms were replaced with: Satisfactory or Advanced.

In 2012-13, the number of African-American students tested was less than 5. As a result their performance on the grade 3 math STAAR test was masked and unavailable for this report.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Pearson

Test: STAAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory plus % Commended/Advanced	98	91	100	100	100
% Commended/Advanced	55	29	74	71	86
Number of students tested	82	76	73	77	85
Percent of total students tested	100	97	100	99	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard/Satisfactory plus % Commended/Advanced	93	88	100	100	100
% Commended/Advanced	21	12	56	58	77
Number of students tested	28	33	25	36	31
2. Students receiving Special Education					
% Met Standard/Satisfactory plus % Commended/Advanced	100	88	100	100	100
% Commended/Advanced	44	19	71	33	67
Number of students tested	9	16	7	9	6
3. English Language Learner Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100		100	100	100
% Commended/Advanced	27		44	53	40
Number of students tested	15		9	15	5
4. Hispanic or Latino Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	90	100	100	100
% Commended/Advanced	36	21	54	57	82
Number of students tested	28	29	24	28	33
5. African- American Students					
% Met Standard/Satisfactory plus % Commended/Advanced		75	100	100	100
% Commended/Advanced		8	60	57	80
Number of students tested		12	5	7	5
6. Asian Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	100	100	100	100
% Commended/Advanced	94	93	89	93	93

Number of students tested	20	29	19	15	14
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory plus % Commended/Advanced	96	97	100	100	100
% Commended/Advanced	58	44	83	78	88
Number of students tested	26	34	24	27	33
10. Two or More Races identified Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					

NOTES: In 2008-2009, 2009-2010, & 2010-2011 students took the TAKS Assessment. In 2011-2012 & 2012-2013 students took a more rigorous test, STAAR. Performance levels for TAKS were defined as: Met Standard or Commended; whereas under STAAR these terms were replaced with: Satisfactory or Advanced.

In 2012-13, the number of African American students tested was less than 5. As a result their performance on the grade 4 math STAAR test was masked and unavailable for this report.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory plus % Commended/Advanced	96	91	97	95	97
% Commended/Advanced	42	41	81	81	76
Number of students tested	69	78	73	83	63
Percent of total students tested	97	97	97	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard/Satisfactory plus % Commended/Advanced	90	70	93	92	94
% Commended/Advanced	35	22	66	70	72
Number of students tested	31	27	29	37	18
2. Students receiving Special Education					
% Met Standard/Satisfactory plus % Commended/Advanced	100	73	100	63	100
% Commended/Advanced	67	27	50	50	50
Number of students tested	6	11	6	8	8
3. English Language Learner Students					
% Met Standard/Satisfactory plus % Commended/Advanced	88	67	80		
% Commended/Advanced	38	33	30		
Number of students tested	8	6	10		
4. Hispanic or Latino Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	84	93	97	89
% Commended/Advanced	31	16	69	74	58
Number of students tested	26	32	29	35	19
5. African- American Students					
% Met Standard/Satisfactory plus % Commended/Advanced	88	75		75	
% Commended/Advanced	50	33		63	
Number of students tested	8	8		8	
6. Asian Students					
% Met Standard/Satisfactory plus % Commended/Advanced	87	100	100	100	100
% Commended/Advanced	33	65	93	100	100

Number of students tested	15	26	14	13	12
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	97	100	96	100
% Commended/Advanced	14	61	92	85	79
Number of students tested	21	36	24	27	28
10. Two or More Races identified Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					

NOTES: In 2008-2009, 2009-2010, & 2010-2011 students took the TAKS Assessment. In 2011-2012 & 2012-2013 students took a more rigorous test, STAAR. Performance levels for TAKS were defined as: Met Standard or Commended; whereas under STAAR these terms were replaced with: Satisfactory or Advanced.

In 2008-09, the number of African-American students and ELL students tested was less than 5. As a result their performance on the grade 5 math TAKS test was masked and unavailable for this report.

In 2009-10, the number of ELL students tested was less than 5. As a result their performance on the grade 5 math TAKS test was masked and unavailable for this report.

In 2010-11, the number of African-American students tested was less than 5. As a result their performance

on the grade 5 math TAKS test was masked and unavailable for this report.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
% Met Standard/Satisfactory plus % Commended/Advanced	99	91	96	97	94
% Commended/Advanced	43	53	66	73	60
Number of students tested	67	81	79	73	72
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard/Satisfactory plus % Commended/Advanced	97	81	93	93	90
% Commended/Advanced	26	23	52	54	40
Number of students tested	31	26	42	28	30
2. Students receiving Special Education					
% Met Standard/Satisfactory plus % Commended/Advanced	100	75	90		89
% Commended/Advanced	17	38	50		33
Number of students tested	6	8	10		9
3. English Language Learner Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	94	94	87	89
% Commended/Advanced	8	19	50	27	28
Number of students tested	12	16	16	15	18
4. Hispanic or Latino Students					
% Met Standard/Satisfactory plus % Commended/Advanced	96	96	93	93	89
% Commended/Advanced	23	20	50	52	39
Number of students tested	26	25	28	27	28
5. African- American Students					
% Met Standard/Satisfactory plus % Commended/Advanced		71	88	100	100
% Commended/Advanced		57	63	83	43
Number of students tested		7	8	6	7
6. Asian Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	90	100	100	100
% Commended/Advanced	65	81	79	82	82

Number of students tested	17	21	14	17	11
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	96	100	100	96
% Commended/Advanced	58	63	75	87	77
Number of students tested	19	24	28	23	26
10. Two or More Races identified Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					

NOTES: In 2008-2009, 2009-2010, & 2010-2011 students took the TAKS Assessment. In 2011-2012 & 2012-2013 students took a more rigorous test, STAAR. Performance levels for TAKS were defined as: Met Standard or Commended; whereas under STAAR these terms were replaced with: Satisfactory or Advanced.

In 2012-13, the number of African-American students tested was less than 5. As a result their performance on the grade 3 math STAAR test was masked and unavailable for this report.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory plus % Commended/Advanced	94	91	95	99	98
% Commended/Advanced	55	43	66	51	45
Number of students tested	80	79	73	74	86
Percent of total students tested	99	100	100	95	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard/Satisfactory plus % Commended/Advanced	84	85	84	97	94
% Commended/Advanced	23	24	44	28	25
Number of students tested	31	33	25	32	32
2. Students receiving Special Education					
% Met Standard/Satisfactory plus % Commended/Advanced	89	92	71	100	71
% Commended/Advanced	56	46	43	0	29
Number of students tested	9	13	7	8	7
3. English Language Learner Students					
% Met Standard/Satisfactory plus % Commended/Advanced	93	73	56	92	67
% Commended/Advanced	7	9	22	15	0
Number of students tested	15	11	9	13	6
4. Hispanic or Latino Students					
% Met Standard/Satisfactory plus % Commended/Advanced	96	86	83	96	94
% Commended/Advanced	25	21	38	19	26
Number of students tested	28	29	24	27	34
5. African- American Students					
% Met Standard/Satisfactory plus % Commended/Advanced		78	100	100	100
% Commended/Advanced		33	40	50	60
Number of students tested		9	5	6	5
6. Asian Students					
% Met Standard/Satisfactory plus % Commended/Advanced	95	93	100	100	100
% Commended/Advanced	90	57	84	87	64

Number of students tested	21	14	19	15	14
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory plus % Commended/Advanced	96	100	100	100	100
% Commended/Advanced	60	62	83	65	55
Number of students tested	25	26	24	23	33
10. Two or More Races identified Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					

NOTES: In 2008-2009, 2009-2010, & 2010-2011 students took the TAKS Assessment. In 2011-2012 & 2012-2013 students took a more rigorous test, STAAR. Performance levels for TAKS were defined as: Met Standard or Commended; whereas under STAAR these terms were replaced with: Satisfactory or Advanced.

In 2012-13, the number of African-American students tested was less than 5. As a result their performance on the grade 4 reading STAAR test was masked and unavailable for this report.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Apr	Mar
SCHOOL SCORES*					
% Met Standard/Satisfactory plus % Commended/Advanced	96	93	96	96	94
% Commended/Advanced	47	47	52	52	59
Number of students tested	70	86	75	79	63
Percent of total students tested	100	99	99	98	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard/Satisfactory plus % Commended/Advanced	97	80	94	91	100
% Commended/Advanced	27	12	29	38	44
Number of students tested	33	25	31	34	18
2. Students receiving Special Education					
% Met Standard/Satisfactory plus % Commended/Advanced	100	80	100	100	63
% Commended/Advanced	67	40	14	0	25
Number of students tested	9	10	7	5	8
3. English Language Learner Students					
% Met Standard/Satisfactory plus % Commended/Advanced	75	67	80		
% Commended/Advanced	13	0	10		
Number of students tested	8	6	10		
4. Hispanic or Latino Students					
% Met Standard/Satisfactory plus % Commended/Advanced	92	85	90	97	95
% Commended/Advanced	28	21	30	33	37
Number of students tested	25	34	30	33	19
5. African- American Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	88	100	71	
% Commended/Advanced	63	38	20	43	
Number of students tested	8	8	5	7	
6. Asian Students					
% Met Standard/Satisfactory plus % Commended/Advanced	93	100	100	100	100
% Commended/Advanced	43	70	79	85	92

Number of students tested	14	20	14	13	12
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory plus % Commended/Advanced	100	100	100	100	89
% Commended/Advanced	65	65	67	62	64
Number of students tested	23	23	24	26	28
10. Two or More Races identified Students					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory plus % Commended/Advanced					
% Commended/Advanced					
Number of students tested					

NOTES: In 2008-2009, 2009-2010, & 2010-2011 students took the TAKS Assessment. In 2011-2012 & 2012-2013 students took a more rigorous test, STAAR. Performance levels for TAKS were defined as: Met Standard or Commended; whereas under STAAR these terms were replaced with: Satisfactory or Advanced.

In 2009-10, the number of ELL students tested was less than 5. As a result their performance on the grade 5 reading TAKS test was masked and unavailable for this report.

In 2008-09, the number of African American students and ELL students tested was less than 5. As a result their performance on the grade 5 reading TAKS test was masked and unavailable for this report.