

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):
- 4 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 8 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. 2 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	51	53	104
1	47	35	82
2	52	43	95
3	44	48	92
4	49	38	87
5	36	37	73
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	279	254	533

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 40 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 2 % 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: 17%

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	40
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	83
(4) Total number of students in the school as of October 1	485
(5) Total transferred students in row (3) divided by total students in row (4)	0.171
(6) Amount in row (5) multiplied by 100	17

7. English Language Learners (ELL) in the school: 5 %
27 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Tagalog
8. Students eligible for free/reduced-priced meals: 61 %
 Total number students who qualify: 325

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: 6 %
30 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.

- | | |
|-------------------------|---|
| 5 Autism | 1 Orthopedic Impairment |
| 0 Deafness | 7 Other Health Impaired |
| 0 Deaf-Blindness | 5 Specific Learning Disability |
| 2 Emotional Disturbance | 2 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 6 Mental Retardation | 1 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 1 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	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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 X

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

PART III – SUMMARY

Nimitz Elementary, home of the Dolphins, is a school filled with tradition and focused on the needs of students. The school’s mission statement speaks of its commitment to the whole child.

Mission: Nimitz Elementary School believes that the fundamental purpose of our education system is to provide for the intellectual, social, emotional, and physical growth and development of each child. Education must not only develop abilities in the fundamental tools of learning, communicating, and problem solving, but also teach children the meaning of democracy, respect for others, and the development of the habit of positive thinking.

Nimitz’ tradition of excellence started with its namesake, Admiral Chester W. Nimitz, a naval hero who left Tivy High School to join the U.S. Naval Academy, and returned 43 years later to receive his diploma. Education is at the heart of every person’s life, and the Nimitz staff takes that very seriously. The school was completed in 1987 and formally dedicated and opened as Nimitz Elementary School on October 18, 1987.

School-wide expectations are at the core of the positive behavior support used with all children. The staff is loving while holding kids accountable for being children of character.

When recently asked what makes Nimitz special, a parent responded, “When I think about our child’s school (Nimitz), ‘Respect’ comes to mind. Every time I enter the school doors, travel through the hallways or spend time with the classes, there is always a consistent sense of respect among students and staff.” Staff members noted that Nimitz is special because “we are a family” and “we work as a team to meet the needs of our students”. The school is a learning environment that is welcoming, comfortable, and safe.

Nimitz Elementary is a Title I campus of 534 students, Kindergarten through 5th grade. The diversity of the school requires the staff to grow as educators and learn to continually support the needs of the students and their families. The population is ethnically diverse with 54% White, 40% Hispanic, 2% African American and 1% Asian; and socioeconomically diverse with 61% of the students classified as Economically Disadvantaged.

The greatest challenge at Nimitz is meeting the needs of students whose families struggle for economic stability. The campus receives great support in these efforts from our committed PTO and community partners. With district and campus work, classrooms are filled with rich curriculum to help level the playing field for all students regardless of the amount of academic exposure outside of the school day.

Last year was the 25th anniversary of Nimitz Elementary. In those 25 years, Nimitz has had consistency in leadership and instructional staff. Many honors have been bestowed on the campus including:

- Texas Education Agency Title I, Part A Distinguished Performance Award – awarded in 2003-04, 2007-08, 2008-09, 2010-11, 2011-12 and 2012-13.
- Texas Business and Education Coalition (TBEC) Honor Roll Award for Sustained Academic Excellence in Texas – awarded in 2007, 2009, 2010 and 2011.
- “Just for the Kids” Award in 2006 for 3rd and 5th grade Math and Reading and in 2009 for Higher Performing School Award.
- Texas Education Agency Gold Performance Acknowledgements in 2005, 2006, 2007 and 2009.
- Texas Monthly Magazine Top Public School in Texas in 2006 and ranked on “The Best Public School” List for Performance in Reading on TAKS in 2007.

Unique to Nimitz Elementary is the Transitional 1st grade program. This T-1 classroom is specifically for students in need of a year to transition to first grade. These students are somewhat behind their peers in academics, maturity and social skills. The T-1 curriculum includes reteach and review of Kindergarten skills while also teaching prerequisite skills necessary for a student to be a successful 1st grader. Students who are placed in T-1 often perform at the top of their 1st grade class as a result of this year of intervention.

Nimitz is home to two self-contained classrooms of special needs students. Sixteen students are currently served in the Functional Living Units with disabilities ranging from cerebral palsy, autism and mental retardation to those with multiple disabilities. Students receive instruction in this Special Education setting with opportunities to be included with general education peers throughout the school day.

Each morning, announcements end with, “This is (the principal) reminding you to Be Safe, Be Respectful, and Be Responsible. Believe in yourself, show you CARE, and have a great day of learning at Nimitz!” These words are not simply expectations for the way students behave during the school day. These words are at the heart of campus beliefs for the success of each and every child at Nimitz.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Texas state assessments have increased in rigor and thoroughly assess state standards. The state administered the Texas Assessment of Academic Skills (TAAS) from 1991-2002 and the Texas Assessment of Knowledge and Skills (TAKS) from 2003-2011. In 2011-2012, students began taking the State of Texas Assessment of Academic Readiness (STAAR).

State expectations vary by subject and grade level and students unable to demonstrate mastery are classified as Did Not Meet Standard (TAKS) / Level I: Unsatisfactory Academic Performance (STAAR). Students who master grade level standards score Met Standard (TAKS) / Level II: Satisfactory Academic Performance (STAAR). Satisfactory performance expectations are increasing and will be at final recommended levels for the spring of 2016 when students must demonstrate mastery of 75%-83% of assessed standards depending on subject and grade level. Outstanding mastery of standards (85%-91%) earns a score of Commended Performance (TAKS) / Level III: Advanced Academic Performance (STAAR).

Under current state accountability, three index areas are considered for elementary schools. Index 1 measures student achievement – percent of all tests passed divided by all tests taken. Index 2 is the progress measure – percent of students meeting or exceeding expected growth measured by subject and student. All ethnicity groups, Special Education and ELL are considered. Index 3 measures closing the achievement gap – percent of tests passed for Economically Disadvantaged students and the two lowest performing race/ethnicity groups. Index 3 rewards schools that dedicate the necessary instructional resources to low socioeconomic student groups.

Distinction Designations are determined by comparison with 40 similar campuses from around the state. Campuses scoring in the top 25% of their comparison group can earn up to three distinctions. In 2012-2013, Nimitz earned distinctions for Level III Advanced in Grade 3 Reading and Grade 4 Writing and greater than expected progress in Mathematics.

b) Nimitz Elementary data is strong from year to year in both Reading and Math. In the past five years, there have been times when an achievement gap is noted for Special Education and ELL students. When a student group scores significantly lower than other subgroups or the grade level, campus teams review current practices and interventions to ensure student needs are met on a daily basis. With these special populations, the number of students tested is usually very small and even one student not meeting the standard can greatly affect the overall percentage.

In a data review, Nimitz Elementary consistently scores above the state average in all subject areas. For example, in the spring of 2013, a scale score of 1331 was required to achieve Satisfactory performance on 3rd grade Reading STAAR. While 91% of Nimitz students met this standard, 81% of the state scored at this level. The same is true in other grade levels and subject areas with Nimitz campus data surpassing the state by as much as 27% in 4th grade Writing.

A significant change in data is noted from the 2010-2011 school year to the 2011-2012 school year when the state assessment changed from TAKS to STAAR. With the change in the state assessment, teachers and administrators were tasked with finding resources to appropriately address the Texas Essential Knowledge and Skills (TEKS) in the manner in which they would be assessed by the state. For the first year of STAAR, aligned resources were minimal as the Texas Education Agency (TEA) had released little information regarding the new state assessment. In year two of STAAR, vendors began producing resources to align with available examples. Throughout this assessment transition, previously adopted textbooks and other resources were not fully aligned with state expectations. This lack of alignment caused challenges for teachers in their daily instruction and these challenges continued until new materials were available.

Now in year three of STAAR, campuses have received additional information from TEA and have been given access to released test questions from last spring. With these questions, teachers are able to check the

alignment of daily instruction, local assessments and teaching materials. This knowledge and understanding directly impacts student achievement as teachers ensure students receive instruction on required grade level concepts. Districts are adopting new Math textbooks and these resources will address the new revised Math TEKS to be assessed in the spring of 2015.

For state assessments, students are assessed at their enrolled grade level and the criteria for providing accommodations to students with special needs are specific. All students being served in the general education setting are administered the STAAR test. A small percentage of students meet specific criteria to receive STAAR Modified. This assessment tests grade level skills for special education students whose skills are multiple grade levels below their enrolled grade. For students with significant disabilities, a STAAR Alternate is administered. This alternate assessment is only available for students who are unable to test with a traditional pencil and paper assessment. Nimitz students served in the Functional Living Unit take the STAAR-Alternate state assessment.

As a result of the expectation that all students be assessed on grade level curriculum, Special Education and ELL students struggle to demonstrate mastery of grade level skills as measured by STAAR. These students often receive support in foundational skills and require significant repetition over time for mastery. In spite of these challenges, these student groups at Nimitz also perform above state averages.

2. Using Assessment Results:

Data drives instruction at Nimitz Elementary and that data comes from a variety of sources. Formal and informal assessments provide information required to make instructional decisions for students.

Each August, the Nimitz staff examines data from the previous spring. Academic data from TPRI (Texas Primary Reading Inventory) for K-2 students and STAAR (State of Texas Assessment of Academic Readiness) for 3-5 students provides specific information about strengths and weaknesses. Both of these assessments are important at their levels; however STAAR data is publicly communicated each spring which gives it an increased awareness in the community. As a result of this public information, parents have some knowledge of this test but often do not understand the curriculum behind it.

In Nimitz' K-2 classrooms, students are formally evaluated with the TPRI three times a year. Teachers use new data to adjust small group and individual instruction. In parent conferences, teachers share TPRI results highlighting areas of growth as well as areas of challenge. They provide ideas for working with children at home. These conferences are the setting for the school/home partnership that is the foundation for student success.

In 2nd through 5th grade, locally developed checkpoints and benchmarks provide consistent measures of student progress. Checkpoints assess current content and skills and benchmarks assess content and skills learned over time. Within a few days of administering an assessment, official data is available for use. Classroom teachers access data specific to their students and administrators create data packets for a district-wide look. In campus and district Share and Repair meetings, teachers use data to discuss instructional strategies, curriculum alignment and their plans to address weaknesses in either area. At times, supplementary resource materials are identified to address instructional deficits. Conversations such as these have an immediate impact on classroom instruction and student learning as teachers leave with new ideas and a deeper understanding of curriculum and state standards.

As new data is gathered, interventions are evaluated and adjustments are made to reflect the needs of the students. Nimitz interventions are prescriptive and student specific to ensure the greatest impact on student learning. Additional adult support is often necessary to assist students who struggle to meet grade level standards and plans for this support are created and implemented through a team approach. In these upper grade levels, parent conferences focus on mastery of specific state standards as evidenced by checkpoints and benchmarks. Students begin to take ownership of their learning and are also involved in conferences. They understand their role in personal success and can positively impact their learning outcomes. Using

assessment data to provide appropriate interventions in 3rd – 5th grade leads to positive results on the formal state assessment (STAAR) in the spring.

Nimitz consistently exhibits a problem solving mindset and quickly identifies ways to address the needs of students. Partnering with parents is critical at every step along the way as intervention success relies heavily on parent support.

3. Sharing Lessons Learned:

Sharing and collaborating are a campus norm at Nimitz Elementary. Teachers share best practices to foster growth for the campus and others. They exchange ideas and collaborate in horizontal and vertical curriculum and instruction discussions.

District AECs (Academic Excellence Committees) provide a structure for teachers to discuss challenging areas of the curriculum with grade levels above and below. Vertically aligning practices is critical and supports the district goal to ensure students are able to confidently transition to the next grade level and approach new material each year.

Local assessments provide opportunities to collaborate within teams, across grade levels and campuses. Through deep discussion, teachers and administrators identify low scoring standards and ways to repair weak areas of instruction with specific strategies, resources or lessons. The Nimitz Elementary and Kerrville ISD process is clearly defined for deep analysis of assessments, data, resources and instructional strategies. Content and grade level teams collaborate in a Share and Repair process for deeper alignment within teams, across campuses and to state standards.

While collaborating with each other is important, sharing curriculum with parents is critical. Early in the school year, Nimitz teachers host a Curriculum Night. Through power points, handouts, and demonstrations, teachers share grade level curriculum and learning objectives with parents. Teachers provide ways for parents to become partners in meeting the educational needs of their child. Curriculum Night is well attended and serves as an avenue for future conversations related to academic progress and performance. Although many parents are able to come to campus events and conferences, barriers in schedules and transportation may keep others away. The Nimitz staff never hesitates to visit parents at home to bring critical information to them.

Each year, Kerrville ISD hosts a Special Education Summer Institute. Nimitz staff members are requested presenters at this week long institute. Sessions related to inclusion services, behavior support and addressing sensory integration are some of the presentations led by Nimitz staff. Well chosen teachers and paraprofessionals share strategies and best practices proven to foster student success. The Special Ed Summer Institute is attended by teachers from within the district as well as surrounding districts. Teachers share their expertise and benefit from the opportunity to network with others.

A consistent focus on curriculum, alignment and best practices is time well spent. Nimitz Elementary has experienced success through collaboration within the district, the campus, with surrounding districts and with parents.

4. Engaging Families and Community:

Engaging families can be challenging. To stay connected with Nimitz families, the staff hosts events designed to engage families in learning together. The campus is especially proud of attendance at family nights and support from the community.

The Nimitz Open House/Meet the Teacher Night is filled with excitement as teachers make their first connection with students and families. A scavenger hunt takes families around the building to explore everything the new school year has to offer. For students new to Nimitz, the scavenger hunt gives them time

and a structure to become a Nimitz Dolphin. This event is the beginning of a partnership that fosters student success throughout the year.

Family Reading Nights are held in the fall and spring. It's simple! Parents sit and read with their children. On these evenings, library tables are full and families are scattered all around. In the computer lab, parents have an opportunity to see one of the many ways we measure reading comprehension. The book fair is open for families to purchase books for their home libraries. Reading is the foundation for success at every grade level and these nights spotlight the importance of reading for pleasure and reading to learn.

Family Math/Science Night finds students and parents engaged in hands-on learning. Activities are designed as a "make and take". Families get materials and instructions from teachers, complete math and science activities with their children, then take the activities home to use as a tool for continued learning. This format provides opportunities for families to talk about math and science and for parents to support students in their education.

A Family Fitness Night in the spring is all about being healthy and active. Students earn toe tokens as they participate in indoor and outdoor activities with their parents. The Nimitz Spring Walk-a-Thon, organized by the PTO and managed by parent volunteers, is another opportunity for families to enjoy being active together. The campus consistently promotes healthy bodies and healthy minds to be successful students.

Nimitz Elementary benefits from the support of 45 community mentors. These weekly volunteers work one-on-one with students. Mentors support students academically and build social and emotional skills. The support of our community is evident in our Dolphin Cove Clothes Closet and school supply donations. Organizations and churches within the Kerrville community partner with Nimitz throughout the year to help meet the needs of its students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Texas state standards are the core curriculum for instruction at Nimitz. Teachers spend significant time each year studying the Texas Essential Knowledge and Skills (TEKS). The TEKS are analyzed to understand the concepts to be taught, the context in which each will be assessed, and the verbs of the standards to gain a deep understanding of how students will demonstrate mastery of these concepts.

Within each content area, state standards are identified as readiness, supporting, and process standards. Readiness standards are TEKS identified as critical for success in the next grade or course. These standards are identified for college and career readiness and address content and concepts requiring in-depth instruction. Supporting standards are narrowly defined content and concepts which are introduced in the current year and may be emphasized in later years. Process standards address ways in which students will show knowledge in real world situations, use tools to demonstrate understanding and choose appropriate problem solving strategies and processes.

Reading curriculum and instruction is centered around three reporting categories:

1) Understanding Across Genres, 2) Understanding and Analysis of Literary Texts, and 3) Understanding and Analysis of Informational Texts. In Reading, building print awareness, phonics, fluency and vocabulary at the lower grades sets the foundation for comprehension skills at the upper grades. All grade levels build skills for students to summarize, state the main idea of the text, find text evidence to support meaning, use inference to make connections, draw conclusions and understand point of view as used in text.

The Writing state standards focus on Composition, Revision and Editing at all levels with Writing Process Skills included. In early years, Nimitz students use knowledge of words and phonics as building blocks for writing skills. In Kindergarten, students begin learning to communicate through writing. In upper grades, students are taught to use writing as a communication tool with complete sentences, sequential thoughts, details and writing for a purpose in various formats such as expository, procedural and persuasive. Nimitz students write across the curriculum and use content vocabulary to develop their writing.

To teach students to think mathematically, Nimitz builds skills from the concrete to the abstract. State standards have five reporting categories: 1) Numbers, Operations and Quantitative Reasoning, 2) Patterns, Relationships, Algebraic Reasoning, 3) Geometry and Spatial Reasoning, 4) Measurement, and 5) Probability and Statistics. With each grade level, student expectations increase in rigor and complexity. Underlying Processes and Mathematical Tools are the process standards through which students apply math knowledge in problem solving situations. Next year, students will be assessed on Personal Financial Literacy TEKS at every grade level and Nimitz is already finding resources to address these new TEKS.

Science instruction begins during reading lessons as students experience science content through non-fiction text. The reporting categories are 1) Matter and Energy, 2) Force, Motion and Energy, 3) Earth and Space, and 4) Organisms and Environments. The standards increase in depth and complexity with each year of learning. The Science Investigation and Reasoning Skills are the process standards for demonstrating mastery of the content TEKS. Teachers use demonstrations, small group experiments and inquiry based learning to provide opportunities to experience science in a variety of ways.

The Social Studies TEKS are divided into categories for 1) History, 2) Geography and Culture, 3) Government and Citizenship, and 4) Economics, Science, Technology and Society. Through the use of non-fiction text, reading and social studies are integrated and students are able to work with different text structures and learn how information can effectively be communicated.

State standards for Technology are integrated. Teachers use educational programs to provide instruction, monitor progress and assess student learning. The programs allow teachers to select specific objectives for remediation, enrichment and assessment.

Students attend Music, Art, PE and Library each week. In each of these areas, a certified teacher provides specific instruction in the Fine Arts/ Health/ PE TEKS. A district-wide orchestra program begins in 4th grade and all students experience the arts through productions at the Cailloux Theater in Kerrville.

All instruction at Nimitz is TEKS based. The staff maintains a focus on the state standards to achieve mastery of the curriculum.

2. Reading/English:

Nimitz Elementary students enter Kindergarten with a range of reading abilities. Building on student's strengths and moving students forward in knowledge and understanding is something Nimitz teachers do exceptionally well.

In Kindergarten and 1st grade classrooms, reading instruction begins with phonics, continuously building on skills learned in the previous grade. At Nimitz, about half of the students have had a full Pre-K or HeadStart experience prior to entering Kindergarten. Some have even had the benefit of these structured learning environments for two years. Other students have not been as fortunate. Some have received a small amount of exposure to Pre-K although with inconsistent attendance. Some have not had the experience at all and Kindergarten is their first structured learning opportunity. Nimitz Kindergarten teachers begin the task of bringing all students to grade level or above prior to moving to 1st grade.

At Nimitz, K-2 students are assessed using TPRI (Texas Primary Reading Inventory) at the beginning, middle, and end of year. At each assessment window, teachers monitor for growth in reading skills and plan interventions to address areas of weakness. With the support of instructional aides and a Reading Recovery specialist, students lacking important basic skills are provided additional support in small group and individual settings. Students work in literacy stations around the classroom while teachers provide phonics instruction and build reading comprehension skills in Guided Reading groups. These groups allow teachers to work with students at every level providing challenge and enrichment for those above level.

As students move into 2nd grade and beyond, the focus trends toward reading to learn and those students still struggling with basic reading skills continue to receive intensive instruction from the reading specialist. In the classroom, reading instruction is focused on making meaning, connecting with text, and using text evidence to support comprehension.

Interventions in reading vary by grade level. Students receive support in the Learning Lab, with reading specialists and within the classroom. Students use software programs that provide individualized instruction and systematically build skills not yet mastered. These programs also allow students to work on skills above level as they master grade level objectives.

Nimitz Elementary and Kerrville ISD do not use a reading program. Reading resources are used to teach the student expectations identified by the state as required for a student to master standards at each grade level.

3. Mathematics:

Texas state standards are the core of the Nimitz Mathematics curriculum. At Nimitz, instruction is driven by the standards and student expectations and teachers are experts at digging into the curriculum to understand concepts to master within each grade level. This deep understanding of the standards allows teachers to use a variety of materials and resources to address student needs.

Lessons begin with modeling, examples, and opportunities for guided learning. In Kindergarten and 1st grade, students are often seated in a circle with manipulatives. Teachers observe students as they show what they know. This format allows for immediate one-on-one intervention when a gap in student knowledge is observed. Quick remediation and re-teaching provides quality support for students functioning below grade level.

In upper grade levels, manipulatives, modeling and games are part of daily instruction. The process is as important as the answer as skills are practiced and reinforced. Teachers provide individualized support and work with students to develop problem solving steps and processes. For students with strengths in critical thinking, the Challenge Lab provides enrichment and extension while students in the classroom are working on grade level skills.

Nimitz teachers believe students must develop a firm understanding of number sense and math facts to engage in effective problem solving. Classroom teachers reward students for fact fluency as they join the Math Facts Masters. This emphasis on fact fluency supports the campus goal of helping students successfully move past basic skills into rigorous problem solving activities. Critical thinking required for problem solving is introduced to young students as a whole group activity. Students in all grade levels use personal white boards to show their work and demonstrate knowledge of concepts. Our Kindergarten students begin using white boards in a large group setting in the spring semester and often report they are “learning like the big kids”.

Interventions in math vary by grade level. Students receive small group instruction in the Learning Lab and support within the classroom. Students use software programs that provide individualized instruction. These programs systematically build skills not yet mastered and allow students to work above grade level as they are ready to move forward. Teachers monitor progress and choose on, below or above level skills for student work.

As students become mathematicians, teachers scaffold the skills, the concepts and the learning opportunities for students to experience success and challenge on a daily basis.

4. Additional Curriculum Area:

Writing is a curriculum area of strength at Nimitz Elementary. The district provides professional development to ensure curriculum alignment across grade levels and campuses. As a result of professional development sessions with Jodi Ramos, a writing specialist in San Antonio, TX, teachers use common language with students, scaffold skills from year to year and write across the curriculum.

Nimitz teachers model effective writing at every level. In Kindergarten, students assist in writing math word problems, making lists of science or social studies vocabulary and use their writing skills in literacy centers such as “write the room”. In 1st and 2nd grade, students use writing to express their understanding of other content areas. Student journals are filled with authentic writing using new vocabulary to demonstrate their knowledge.

In all grades, students participate in editing activities as a whole group and individually. Teachers use Daily Oral Language warm-ups to build language skills for capitalization, punctuation, subject/verb agreement, and sentence structure. In each grade level, these warm ups become more rigorous, include practice of previously taught skills and provide opportunities to re-teach, review and assess knowledge and skills. When students reach 4th grade, they are assessed with STAAR Writing. This state test is designed to assess mastery of editing and revising skills as well as the ability to write effective compositions. For students to be successful on STAAR Writing, teachers must consistently teach these skills in every grade level and throughout the year.

Student writing is frequently displayed in the Nimitz hallways. Students begin developing composition skills in Kindergarten as they learn to write effective sentences. In 1st grade, students are writing a solid paragraph to communicate information or to tell a story. The 2nd and 3rd grade teachers move forward with building student writing that adds details and depth. When students reach 4th grade, they are well on their way to being quality writers and are now refining their writing skills to consider their audience, their purpose for writing and monitoring their written work for clarity and depth of thought. As 5th graders, students are ready to use their writing to convey mastery of content knowledge and respond to text being read for pleasure.

The Nimitz mission is for students to communicate effectively in life and the process used from Kindergarten through 5th grade provides an avenue for students to build those invaluable skills.

5. Instructional Methods:

Differentiation is key to success at Nimitz Elementary. Whether a student is on, above or below level, the campus supports each student's academic needs.

For students performing above level, the Challenge Lab provides enrichment and extension. A teacher serves our identified Gifted and Talented students as well as others who are academically strong. These students learn in academic study groups, participate in lunch bunch times for socialization and engage in enrichment and extension activities.

The Nimitz Learning Lab is open to all students and is staffed by highly qualified instructional aides who provide interventions and academic support to students in small groups or one-on-one. Instructional aides pre-teach, review or remediate. They provide the specialized attention students require to make academic progress.

Motor Lab is a special classroom space for the motor development of Kindergarten students. In this lab, young learners work with a highly qualified instructional aide. Students build fine motor skills through cutting, drawing, writing, creative play and other motor activities. Nimitz Kindergarten students visit the motor lab once a week as part of their specials rotation.

At Nimitz Elementary and throughout Kerrville ISD, Special Education students receive support through an inclusion model. These students receive instruction in the general education setting with in-class support from special education staff. A Resource Class is available to select students for work on their Individual Education Plans.

Nimitz is fortunate to have two reading specialists. A Reading Recovery specialist serves 1st grade students. She works with students in small groups but also provides individual instruction for those students identified with severe reading difficulties. A second reading specialist serves 2nd – 5th grade students. She uses the Herman Method to work with identified dyslexic students and also uses phonics based instruction to work with other struggling readers. As the skills build, she moves from phonics to comprehension.

Technology assists teachers with varying the learning environment. Computer labs operate on a flexible schedule where students access Lexia, iStation, and Think Through Math. In Kindergarten, students also benefit from Breakthrough to Literacy support. Students research and learn through webquests. A small number of iPads are available for use with individual students. In classrooms, teachers use SmartBoards to engage students in interactive learning for all subject areas.

Having a variety of intervention and differentiation opportunities allows the staff to personalize intervention to meet the needs of the students.

6. Professional Development:

Each year, the Nimitz Elementary campus academy begins with a common theme. A year ago, the theme was "Believe You Can and You Will." The staff dug into campus and community beliefs and considered things keeping the campus from success. This year, the first unifying activity was a district guest speaker, Alan Williams. He talked about being a team, supporting each other, and working together for the benefit of the whole. Each staff member received his book, *Teammates*, and Nimitz has used that focus as a constant reminder of what makes the school great. As the staff gathered in August to kick off this new school year, a thread carried forward from last year with a theme of "Believe and Succeed." The staff evaluated beliefs, analyzed levels of achievement, and set out a plan for success to ensure all students achieve at their potential.

A unifying theme gives focus and direction to day to day campus work and professional development sessions provide avenues and training necessary to support children. At Nimitz, professional development is delivered in small groups and content specific learning teams. The state standards guide curriculum work as the scope and sequence for each subject area is reviewed and revised ensuring an appropriate amount of time has been allotted to deliver instruction in weak areas of the curriculum. Cross district content and grade level teams also collaborate on work related to curriculum and assessment. Time is allotted for these grade level and content specific teams to share curriculum work from the summer, dig into resources, analyze assessments and make revisions for the new school year. This intense focus on curriculum and alignment is critical to prepare teachers to meet the needs of their students.

As a campus focused on growing students with 21st Century skills, technology continues to be an area of learning for Nimitz. Building skills in data management, interactive lesson design, and assessment development are a continued focus. Technology resources are increasing and teachers are learning from others within the district as well as within the campus. Teachers collaborate with others through shared lessons plans in the Eduphoria Forethought system. This collaboration enables teachers to build their toolbox of instructional strategies and use master lessons to impact student achievement.

7. School Leadership

When asked about the campus leadership philosophy, Nimitz Elementary teachers said, “Everyone takes turns being a leader in some way and we teach this to our children so they may also become good leaders.” “Our leaders serve, never ask others to do what they are not willing to do, give of themselves, and allow staff to be part of the decision making. They listen to us.”

A collaborative leadership environment is the best way to describe the philosophy at Nimitz. While there are always decisions that land on a principal’s desk that must simply be made, there are also many decisions that can be made with input from those most affected by the outcomes. Nimitz is a campus of leaders.

Nimitz Elementary builds leadership in students through campus groups such as 5th grade Admirals and Character Council. Admirals serve throughout the campus, at all grade levels and in all areas. They support academic areas for younger students, work to keep the campus clean and safe, and provide help to teachers. These students are learning to be leaders. Character Council is a group of 3rd, 4th and 5th graders dedicated to performing acts of kindness on campus and exhibiting leadership behaviors through character activities.

Teachers make many decisions within their classroom each day. When situations arise or a teacher has an idea of something new to try with students, the principal always asks, “Is it the best thing for our kids?” When the answer to that question is Yes, the answer from the principal is rarely No. The Assistant Principal is involved with making it happen, working out the logistics of the plan including staffing or scheduling.

The Principal and Assistant Principal are administrative partners supporting teachers in working through challenges related to curriculum and meeting the needs of students. These campus leaders meet individually with teachers, with grade level teams, and with team leaders as representatives for each grade level and department on campus.

The leadership structure at Nimitz Elementary is collaborative while focused on the goals of the campus. The primary goal is exemplary student achievement. Teachers are empowered to lead their students to reach the highest levels of achievement and guide each student to individual success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (2009, 2010, 2011) / STAAR (2012, 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*					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	91	72	96	97	88
% Commended (TAKS) / % Level III Advanced (STAAR)	35	9	42	51	46
Number of students tested	70	65	99	88	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	88	68	94	94	85
% Commended (TAKS) / % Level III Advanced (STAAR)	22	2	33	41	38
Number of students tested	41	41	63	51	47
2. Students receiving Special Education					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	57	50	100	100	82
% Commended (TAKS) / % Level III Advanced (STAAR)	14	0	0	0	18
Number of students tested	7	2	5	5	11
3. English Language Learner Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	80	100	100	80	100
% Commended (TAKS) / % Level III Advanced (STAAR)	20	14	20	20	50

Number of students tested	5	7	5	5	2
4. Hispanic or Latino Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	89	70	92	94	88
% Commended (TAKS) / % Level III Advanced (STAAR)	29	3	31	45	41
Number of students tested	28	33	51	31	32
5. African- American Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)				100	100
% Commended (TAKS) / % Level III Advanced (STAAR)				100	0
Number of students tested	0	0	0	1	3
6. Asian Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)		67		100	100
% Commended (TAKS) / % Level III Advanced (STAAR)		67		67	100
Number of students tested	0	3	0	3	1
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					100
% Commended (TAKS) / % Level III Advanced (STAAR)					100
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested	0	0	0	0	0
9. White Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	93	75	100	98	87
% Commended (TAKS) / % Level III Advanced (STAAR)	39	11	53	53	50
Number of students tested	41	28	45	53	46

10. Two or More Races identified Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100	100	100		
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	67		
Number of students tested	1	1	3	0	0
11. Other 1: Other 1					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					

NOTES: In 2012-2013, the STAAR-Alternate was administered to two Special Education students (3% of our test group for 3rd grade Math) being served in a self-contained Functional Living Unit.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (2009, 2010, 2011) / STAAR (2012, 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*					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	86	68	93	98	93
% Commended (TAKS) / % Level III Advanced (STAAR)	21	8	41	47	45
Number of students tested	66	110	94	88	82
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	83	63	92	96	89
% Commended (TAKS) / % Level III Advanced (STAAR)	15	2	37	39	33
Number of students tested	40	59	60	49	54
2. Students receiving Special Education					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	50	0	50	90	100
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	50	60	17
Number of students tested	4	5	4	10	6
3. English Language Learner Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100	60	75	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	28	0	25	50	100
Number of students tested	7	5	4	2	1
4. Hispanic or Latino Students					

% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	81	64	95	100	85
% Commended (TAKS) / % Level III Advanced (STAAR)	16	4	33	47	36
Number of students tested	31	55	39	38	39
5. African- American Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)			100	67	100
% Commended (TAKS) / % Level III Advanced (STAAR)			50	0	20
Number of students tested	0	0	2	3	5
6. Asian Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100		100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	50		0	0	100
Number of students tested	2	0	1	1	2
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)			100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)			100	100	100
Number of students tested	0	0	1	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested	0	0	0	0	0
9. White Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	94	73	90	98	100
% Commended (TAKS) / % Level III Advanced (STAAR)	26	14	46	50	54
Number of students tested	31	51	50	44	35
10. Two or More Races identified Students					
% Met Standard plus %	50	75	100		

Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	100		
Number of students tested	2	4	1	0	0
11. Other 1: Other 1					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					

NOTES: In 2012-2013, the STAAR-Alternate was administered to two Special Education students (3% of our test group for 4th grade Math) being served in a self-contained Functional Living Unit.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: TAKS (2009, 2010, 2011) / STAAR (2012, 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*					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	98	85	99	100	95
% Commended (TAKS) / % Level III Advanced (STAAR)	20	25	58	43	47
Number of students tested	98	95	72	69	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	96	77	98	100	92
% Commended (TAKS) / % Level III Advanced (STAAR)	11	16	43	40	31
Number of students tested	47	57	40	48	49
2. Students receiving Special Education					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	86	25	100	100	71
% Commended (TAKS) / % Level III Advanced (STAAR)	14	0	38	38	29
Number of students tested	7	4	8	8	7
3. English Language Learner Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100	40	100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	33	0	0
Number of students tested	5	5	3	1	1
4. Hispanic or Latino Students					

% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	98	78	100	100	95
% Commended (TAKS) / % Level III Advanced (STAAR)	13	11	45	33	38
Number of students tested	47	37	33	30	40
5. African- American Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100	100	50	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	100	50	0	0	67
Number of students tested	1	2	2	3	3
6. Asian Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)		67	100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)		67	100	100	100
Number of students tested	0	3	2	2	1
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)		0		100	100
% Commended (TAKS) / % Level III Advanced (STAAR)		0		100	100
Number of students tested	0	1	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested	0	0	0	0	0
9. White Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	98	92	100	100	94
% Commended (TAKS) / % Level III Advanced (STAAR)	26	33	74	52	51
Number of students tested	47	51	34	33	49
10. Two or More Races identified Students					
% Met Standard plus %	100	100	100		

Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)	33	0	0		
Number of students tested	3	1	1	0	0
11. Other 1: Other 1					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (2009, 2010, 2011) / STAAR (2012, 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*					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	91	86	95	96	99
% Commended (TAKS) / % Level III Advanced (STAAR)	30	18	54	53	59
Number of students tested	70	65	99	88	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	88	83	95	96	100
% Commended (TAKS) / % Level III Advanced (STAAR)	15	12	41	53	44
Number of students tested	41	41	63	51	48
2. Students receiving Special Education					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	86	100	80	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	20	20	30
Number of students tested	7	2	5	5	10
3. English Language Learner Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	80	100	100	60	100
% Commended (TAKS) / % Level III Advanced (STAAR)	0	43	20	20	0
Number of students tested	5	7	5	5	2
4. Hispanic or Latino Students					

% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	89	85	90	94	100
% Commended (TAKS) / % Level III Advanced (STAAR)	14	12	43	61	45
Number of students tested	28	33	51	31	33
5. African- American Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)				100	100
% Commended (TAKS) / % Level III Advanced (STAAR)				100	0
Number of students tested	0	0	0	1	3
6. Asian Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)		67		100	100
% Commended (TAKS) / % Level III Advanced (STAAR)		67		33	100
Number of students tested	0	3	0	3	1
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					100
% Commended (TAKS) / % Level III Advanced (STAAR)					100
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested	0	0	0	0	0
9. White Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	93	89	100	100	98
% Commended (TAKS) / % Level III Advanced (STAAR)	41	21	64	58	71
Number of students tested	41	28	45	53	45
10. Two or More Races identified Students					
% Met Standard plus %	100	100	100		

Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	67		
Number of students tested	1	1	3	0	0
11. Other 1: Other 1					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					

NOTES: In 2012-2013, the STAAR-Alternate was administered to two Special Education students (3% of our test group for 3rd grade Reading) being served in a self-contained Functional Living Unit.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (2009, 2010, 2011) / STAAR (2012, 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*					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	92	84	95	98	90
% Commended (TAKS) / % Level III Advanced (STAAR)	24	19	56	48	23
Number of students tested	66	109	94	90	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	0	0	0
% of students tested with alternative assessment	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	93	79	92	96	87
% Commended (TAKS) / % Level III Advanced (STAAR)	23	12	45	35	9
Number of students tested	40	58	60	51	53
2. Students receiving Special Education					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	75	20	100	100	67
% Commended (TAKS) / % Level III Advanced (STAAR)	25	0	50	30	0
Number of students tested	4	5	4	10	6
3. English Language Learner Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100	80	75	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	14	0	50	0	100
Number of students tested	7	5	4	2	1
4. Hispanic or Latino Students					

% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	94	81	95	100	84
% Commended (TAKS) / % Level III Advanced (STAAR)	16	9	44	39	18
Number of students tested	31	54	39	38	38
5. African- American Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)			100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)			50	33	0
Number of students tested	0	0	2	3	5
6. Asian Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100		0	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	100		0	100	100
Number of students tested	2	0	1	1	2
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)			100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)			100	100	100
Number of students tested	0	0	1	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested	0	0	0	0	0
9. White Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	94	88	96	96	94
% Commended (TAKS) / % Level III Advanced (STAAR)	29	31	66	54	26
Number of students tested	31	51	50	46	35
10. Two or More Races identified Students					
% Met Standard plus %	50	75	100		

Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	100		
Number of students tested	2	4	1	0	0
11. Other 1: Other 1					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					

NOTES: In 2012-2013, the STAAR-Alternate was administered to two Special Education students (3% of our test group for 4th grade Reading) being served in a self-contained Functional Living Unit.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: TAKS (2009, 2010, 2011) / STAAR (2012, 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*					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	94	87	100	100	95
% Commended (TAKS) / % Level III Advanced (STAAR)	16	19	57	30	45
Number of students tested	98	95	72	69	92
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	91	81	100	100	92
% Commended (TAKS) / % Level III Advanced (STAAR)	13	12	40	23	20
Number of students tested	47	57	40	48	49
2. Students receiving Special Education					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100	25	100	100	75
% Commended (TAKS) / % Level III Advanced (STAAR)	14	0	25	0	25
Number of students tested	7	4	8	8	4
3. English Language Learner Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	80	60	100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	0	0	0
Number of students tested	5	5	3	1	1
4. Hispanic or Latino Students					

% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	91	86	100	100	93
% Commended (TAKS) / % Level III Advanced (STAAR)	11	8	42	23	30
Number of students tested	47	37	33	30	40
5. African- American Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	100	100	100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)	100	50	0	0	50
Number of students tested	1	2	2	3	2
6. Asian Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)		67	100	100	100
% Commended (TAKS) / % Level III Advanced (STAAR)		33	100	100	100
Number of students tested	0	3	2	2	1
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)		0		100	100
% Commended (TAKS) / % Level III Advanced (STAAR)		0		0	0
Number of students tested	0	1	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested	0	0	0	0	0
9. White Students					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)	96	90	100	100	96
% Commended (TAKS) / % Level III Advanced (STAAR)	21	25	74	36	56
Number of students tested	47	51	34	33	48
10. Two or More Races identified Students					
% Met Standard plus %	100	100	100		

Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)	0	0	0		
Number of students tested	3	1	1	0	0
11. Other 1: Other 1					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended (TAKS) / % Level II Satisfactory plus % Level III Advanced (STAAR)					
% Commended (TAKS) / % Level III Advanced (STAAR)					
Number of students tested					

NOTES: