

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 Ms. Rosalinda Barcena

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

Official School Name Liberty Elementary School

(As it should appear in the official records)

School Mailing Address 1850 Flowers Street P O BOX 1409

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

City Eagle Pass State TX Zip Code+4 (9 digits total) 78853-1409

County MAVERICK State School Code Number* 159901120

Telephone 830-758-7156 Fax 830-757-3237

Web site/URL http://sc.eaglepassisd.net/education/school/school.php?sectionid=19& E-mail rbarcena@eaglepassisd.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Mr. Gilberto Gonzalez, Superintendent E-mail: ggonzalez@eaglepassisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eagle Pass ISD Tel. 830-773-5181

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. Ignacio Saucedo, EPISD School Board President
(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):
- 19 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 23 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. 5 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	0	0	0
1	55	60	115
2	45	39	84
3	45	44	89
4	54	57	111
5	39	54	93
6	62	54	116
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	300	308	608

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 95 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 2 % White
 - 1 % 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: 7%

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	21
(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)]	46
(4) Total number of students in the school as of October 1	626
(5) Total transferred students in row (3) divided by total students in row (4)	0.073
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 33 %
207 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 60 %
 Total number students who qualify: 375

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 %
35 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.

10 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	16 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
3 Mental Retardation	1 Visual Impairment Including Blindness
9 Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	34
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	12
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 18:1

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	98%	98%	98%	98%	98%
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. 2008

PART III – SUMMARY

Liberty Elementary opened in 2001, since its beginning Liberty has exhibited high expectations for the students and faculty. In its 13 years of providing services to our community, Liberty has received several distinguished honors. It earned recognition as a Texas Business and Education Coalition (TBEC) Honor Roll school in 2005, 2007, 2008, 2009 and 2010. This recognition was one of the most prestigious academic awards a Texas public school could receive. TBEC used commended performance in the Texas Assessment of Knowledge and Skills (TAKS) to measure the success of the school. In 2008, Liberty was recognized as a Blue Ribbon School. It has also been distinguished with the Just for the Kids Award in 2010. The Texas Education Agency (TEA) has recognized Liberty as an Exemplary Campus for the years 2005, 2006, 2007, 2009, 2010 and 2011 according to TEA's accountability rating. This rating was assigned to a school whose state assessment (TAKS) results surpassed state standards. In 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced TAKS. Liberty received three distinctions designations as per the 2013 accountability ratings: Academic Achievement in Reading/ELA (top quartile); Academic Achievement in Mathematics (top quartile); and Top 25 Percent Student Progress.

Liberty's success is being driven by our vision. It is our vision to challenge our students to academic and technological excellence while fostering a sense of community service so our Liberty students may be adequately prepared and be successful in their college and career goals. Our intent is to provide excellence in education in all content areas as we promote and stimulate the affective domains of our students. The Liberty student body is encouraged to participate in extracurricular activities within our school. Our school sport teams excel throughout the year. We begin with football and volleyball season, then we continue with basketball season and finalize with baseball and softball season. Our parent volunteers coach our students throughout the year. It is through their efforts that our school teams have become recognized as city champs. The school spirit continues with our city champs junior varsity and varsity cheering squads. The Liberty dance team participates in many charitable events throughout the year. Our student council members also participate in community events as well as promoting campus unity. Our students also have the opportunity to participate in University Interscholastic League (UIL) events which we begin to prepare in early September. The UIL coaches and participants have consistently brought first and second place trophies throughout the years.

These accomplishments would not be feasible without the continuous support of our parents and community. The staff at Liberty is highly effective therefore providing academic support to our students. It is our firm belief that our school should be a place where student's learning needs will be recognized and addressed. Liberty services a large population of English language learner students and economically disadvantaged students. To address their language needs, students are provided with ample opportunities to practice and improve their language acquisition through before and after school tutorial programs. Our bilingual transitional program has been successful through the efforts of our parents who trust in our instructional practices. It is evident that students with a strong first language foundation transition earlier into the English language. Our campus instructs students with more severe disabilities in our life skills unit. Liberty is pleased to acknowledge the importance of including our special education needs students into our general education classes. All students in the life skills unit attend a general education class.

Liberty focuses in educating its students with a wide variety of instructional practices. Such practices include the use of technology in the classroom. The students and teachers are able to use intelligent classroom components to improve instruction and teaching. Along with this technology, the school focuses in encouraging all students to become avid readers. Through various forms of incentives students are continuously encouraged to read. It is not out of the ordinary for our students to walk into the lunch room with their library book in hand. Our Parent Teacher Organization (PTO) is instrumental in promoting reading by planning plate sales to boost up our book inventory in our library.

Our Liberty parents and stakeholders are actively involved within the school system. Former parents and our alumni return to our campus to volunteer during special events. Many alumni come to our campus through high school clubs who volunteer some hours during the day once a nine-week period. These former students

are also highlighted as role models for our students when we showcase their achievements in our Eagle Board. Meetings are held throughout the year to ensure the constant communication between the school and our parents. It is at these meetings that parents become aware of the expectations and standards being followed by the school according to state mandate.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

(a) Liberty Elementary has consistently maintained an Exemplary rating for several years while the Texas Assessment of Knowledge and Skills (TAKS) was administered in the past five years: 2009, 2010 and 2011. Liberty test results were maintained within the 90% passing rate in all subject areas: reading, math, writing and science. Along with this passing rate, Liberty students have consistently reached high levels of commended performance. Commended performance is attained when students reached high academic achievement which was considerably above state passing standards. Based on Texas assessment standards, a 75% passing rate in TAKS was rated as recognized and a 60% passing rate was designated as acceptable.

In the spring of 2012, Texas changed the state assessment from TAKS to State of Texas Assessments of Academic Readiness (STAAR®). The new assessment's goal was to assess students with fewer skills but in greater depth. STAAR requires multiple step responses and incorporates higher cognitive complexity level questions. STAAR emphasizes more critical analysis and addresses more process skills in context. As the rigor of STAAR is increased, Liberty was able to maintain passing rates in the 90 percentile in most areas and in most grade levels (3rd through 6th grade) with some areas in the 80 percentile for the past two years. Student results are categorized based on their passing standard: level I-unsatisfactory, level II-satisfactory, and level III-advanced.

Liberty will continue to meet the challenge of maintaining high levels of student performance as STAAR becomes completely immersed through the various phase-in levels. This being the third year STAAR has been administered phase 2 should have been reached, however the state of Texas has allowed one more year of phase 1 standards. With each year of the phase-in periods the rigor of the STAAR passing standards become narrower.

(b) The assessment results for Liberty have maintained constant with slight variations with the transition from TAKS to STAAR. Third, fifth and sixth grade results continued to be in the 90 % passing rate throughout the five years of analysis in reading and mathematics. The percent of students attaining high levels of performance fluctuated as we transitioned into STAAR when considering all students and the identified subgroups. Our economically disadvantaged and Hispanic subgroups performance remained constant in the 90%. Our fourth grade results have been from the high 90% in TAKS to high 80% passing rate in STAAR. The transition from TAKS and STAAR had some slight fluctuation in most areas and subgroups. However, it is our English Language Learner Student subgroup which has been our challenge.

Our region has experienced a high volume of ELL students entering our school system in the last five years. Political situations in Mexico have contributed to this influx of students to our campus since we are a border town in the southwest region of Texas. It is our intent to provide these new students with the necessary instructional resources to succeed academically. Once students are identified with a language limitation, small group instruction is provided by the classroom teacher. Students are provided with bilingual instruction and the necessary resources are provided to them such as side-by-side English and Spanish textbooks. Our literacy specialist meets with groups of students throughout the week to work on language acquisition development. These small groupings are formulated according to the level of language support needed by the student. Some students may also receive further reading assistance whether it may be in English or Spanish by an instructional aide or reading teacher. Also, to increase opportunities for learning we have targeted instructional tutorial classes after school funded through the Title III program.

At Liberty Elementary, we provide services to students with severe disabilities in our life skills unit. Few students from our special education population are tested with an alternative assessment: 0-3 students per grade level. It is our intent to allow our students to test with the regular state assessment and in few situations with the modified version.

Liberty continues to be successful in achieving high performance results after the transition from TAKS to STAAR. We closely monitor our at-risk students through our weekly/biweekly professional learning

communities. Student data is reviewed and analyzed to formulate proper instructional interventions. It is our goal at Liberty Elementary to focus on academic vocabulary through the use of journals especially in mathematics and science. We set high expectation for our student body from first grade to sixth grade. In the lower grades, we focus on students being able to read on-grade level through progress monitoring. When addressing our

Texas Essential Knowledge and Skills (TEKS) through the lessons, we identify which strands are considered supporting standards and which are readiness standards in accordance to our state assessment. Readiness standards are to be mastered in the current grade level which requires in-depth instruction. The supporting standards are introduced or reinforced in the current grade level but will be mastered in the next grade level or were mastered in the previous grade.

Throughout the school year, students' academic gains are monitored through our biweekly tests, nine-week tests and benchmarks. At the time of assessments, we make an effort to ensure students are present therefore, giving us 100% to 99% students tested at the time of the state assessment.

2. Using Assessment Results:

There are several factors that contribute to the success of our school. Every week we schedule collaborative meetings on Tuesdays and professional learning community meetings on Wednesdays with all grade levels. At the collaborative grade level meetings, teachers plan lessons together and share ideas to improve areas of concern. During our professional learning community meetings, grade level teachers, support staff and administration meet to share pertinent student information, discuss and implemented instructional practices (ie. failure report, reading levels, student behavior, special programs reports, language of instruction, assessments, instructional strategies, student and parent conferences, tutorial programs etc.). Recommendations are reviewed to address any group and /or individual student with academic or behavioral needs. Administrators and teachers review all data. Administration provides guidance regarding instructional practices to be followed while the implementation of the instructional activities takes place in each classroom. Walk-through data is shared with the targeted group of teachers. Such data may include: small group interventions (Response to Intervention-RTI), IEP modifications and IAP accommodations observed during the lesson, time on task and technology usage, etc.

A continuous review of assessment data is conducted regularly with each grade level. A performance analysis is reviewed by teachers. A test item analysis is conducted in the areas of reading and math in grades first through sixth, writing in fourth grade and science in fifth grade. This item analysis process involves all teachers to analyze students' test performance by addressing the state curriculum (TEKS) Texas Essential Knowledge and Skills along with the student expectations. The process is applied to biweekly, nine-week tests and district benchmark tests.

However, it is during our RTI meetings that specific students concerns are discussed. The RTI team (literacy, specialist, instructional officer, principal, and counselor) meets once a month with teachers. Students being reviewed by the RTI process receive targeted interventions in the classrooms by their regular classroom teacher during small groups. Targeted instruction is essential to the implementation of these interventions. Students are continuously being progressed monitored to gage student gains or losses through the specified period of six to twelve weeks. Throughout the RTI process the student's parents are kept informed through progress reports and parent conferences.

At the end of the nine-week period, teachers receive a failure report and must conference with the parents of students who have failed the nine-week period. When meeting with the parents, teachers are expected to provide them with essential reports depicting student's gains and/or losses. Also at the end of the nine-week period, the principal holds the quarterly site based decision management (SBDM) meetings. It is at this meeting that assessment results are presented to the members of the SBDM which include parents and community member(s).

3. Sharing Lessons Learned:

What academic instructional strategies does Liberty Elementary School implement that make this school a successful campus? This is the questions that visitors from other school districts and schools from within our school district have asked as they have come by and visit Liberty Elementary. We have been able to share some of our academic strategies and samples of instructional activities such as, the fifth grade science daily activities binder created by the fifth grade teachers and the daily student writing journals in science, social studies, and writing.

Throughout the existence of Liberty Elementary, many school districts have sent representatives to come observe our classrooms. Our teachers are highly effective teachers who share their ideas with each other at our collaborative meetings and with other teachers within our school district. Liberty Elementary began using journals in various subject areas to address concepts and to target academic vocabulary. This type of activity has proven successful at our campus because students are prepared to take notes. These journals provide students with the next best thing at home other than to take the teacher home with them. The information that has been reviewed in the classroom is compiled in these journals. It serves as a means of review during the time of assessment. This practice is now being incorporated into the school district curriculum and is being implemented throughout the district.

Our campus teaches a large group of English language learner students. They are present in all the classrooms since our classrooms are heterogeneously grouped. Teachers incorporate learning stations into their lessons therefore providing teachers opportunities to work in small groups. Teachers from districts with similar populations have come to observe our successful instruction. When walking through our hallways, visitors are surprised by the amount of writing opportunities our students have throughout the day. Most of the student displays demonstrate writing activities and this can be witnessed from first grade through sixth grade.

Our fourth grade team has hosted teachers from other schools to demonstrate how students develop their writing process. Our fourth grade team is notorious for transitioning students from Spanish to English writing. Sixth grade has provided assistance to other teachers in the school district as they use novels to target reading objectives.

Our team will continue to empower all students with the necessary instructional tools to be successful.

4. Engaging Families and Community:

Liberty Elementary has utilized different strategies to engage families and our local community at our campus. Parents, family members, and community members are invited to attend and assist with any and all events at Liberty. We encourage support from our field day events, assemblies to literacy nights.

Liberty is a strong advocate of literacy. We hold annual parental meetings per grade-level, Title 1 meetings, Meet the Teacher Night, and Open House nights; inviting parents and volunteers to support and extend our academic goals. Our staff explains and educates the parents how to promote essential skills necessary to be successful in their educational endeavors thus being productive citizens. Liberty hosts an annual Literacy Night that publishes our goal to the community with the support of parents and volunteers. Our Literacy Night is filled with prominent community leaders and role models that can motivate our students to be lifelong readers/learners.

Liberty encourages parents to stay involved with our students and school by hosting pep rallies, field day activities, sports, and U.I.L. meets. Our campus has parent volunteers who coach different sports for our students ranging from 1st grade girls to 6th grade boys. Because of our parental support and volunteerism Liberty has had many teams become city champs. Our pep rallies fill our gym with students, parents, and community members who promote greatness and education of our students. Field Day's continued success is due to once again parent volunteers, former alumni, and local community members such as border patrol agents and other law enforcement agencies. They assist the coaches and teachers in judging event winners,

distributing ribbons, and chaperoning our current students. In addition to sports, Liberty has unparalleled support in U.I.L. events. Students are highly motivated by parents to compete and excel in U.I.L. leading Liberty to numerous district-wide first place trophies since the inception of our campus. Also, Liberty has been recognized for having the most parents attend District-Wide Annual Parent Conferences.

The staff at Liberty welcomes parents and local volunteers to assist with daily campus activities. Parents are welcomed to assist by making copies, joining our PTO, or Site-Based Decision Making (SBDM) committee. Liberty's PTO is committed to our students by hosting Halloween parades, Christmas parties, and 6th grade banquets. Because of our highly involved parents and community members, Liberty has been furnished with two baseball fields and a grass playing field for the students to enjoy.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Liberty Elementary follows the State Board of Education's curriculum standards called the Texas Essential Knowledge and Skills (TEKS). For our English Language Learners (ELL), we strictly incorporate the English Language Proficiency Standards (ELPS) into our lessons. We strongly emphasize the College and Career Readiness Standards (CCRS). The quality of our students' work reflects the CCRS which we implement with the utmost rigor. Our curriculum addresses the Readiness and Supporting standards and their specific strands for each grade level in a developmentally appropriate continuum. Furthermore, technology applications are embedded within all core subject areas. We also provide immediate interventions for identified Tier II, Tier III and Response to Intervention (RTI) students; this allows us to help students perform on grade level and narrow the learning gap.

In providing students with adequate effective teaching practices, our teachers share ideas through vertical team alignment meetings, staff development trainings thereby ensuring that all goals from the campus improvement plan are followed and met.

The Reading/Language Arts curriculum addresses students' needs by developing their language skills through listening, speaking, reading and writing. The teacher first models lessons through a whole group language experience approach. Along with state and district mandated programs, the students reading levels are identified through several measures, i.e. DRA and EDL "Evaluación del Desarrollo de la Lectura" (the Spanish version of the Developmental Reading Assessment-DRA). Reading instruction focuses on fluency, phonics, word recognition in primary grades while at the same time evoking the love of reading through various innovative reading activities. Students are asked to incorporate graphic organizers as pre-writing activities. This enables the students to organize their ideas. Through the use of novels, students gain knowledge of literary elements while expanding their comprehension skills.

During Math core area, engaging instructional lessons are provided through the use of technology. Our teachers provide students with relevant learning opportunities that set high standards and expectations which lead to Liberty's academic success. Teachers present math lessons with the intent of building logical reasoning and making mathematical connections to real life situations. We take a hands-on approach in teaching our math lessons and focus on a variety of learning styles, so that we target the needs of all our students.

Our science instruction focuses on each individual objective and exposes our students to a multitude of meaningful activities that require reading, discussion, and the use of technology through multimedia equipment. Implementation of science journals is one of many creative ways to help students understand science. After working with hands on materials and creating science activities and experiments, all students make their own journals where they record qualitative observations, vocabulary, facts and create visual illustrations. Science journals help students internalize vocabulary, concepts and information providing them with a strong foundation that they can build upon year after year.

During our Social Studies instruction, students are able to identify functions of government as well as services provided by local government. They also acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. The use of nonfiction texts, primary sources, and biographies are included in our lessons. For research, students are encouraged to use different resources, including various internet sources.

The arts are a vital existence in our daily lives, allowing us to express our individual talents while challenging our intelligence and comprehension. When exposed to the arts, children are able to express their feelings and emotions in a unique manner which will enable them to explore ideas, better understand content/subject area and appreciate different cultures.

Our Physical Education program is well rounded, which includes curriculum for 1st through 6th grade. The goal is to provide a complete program which includes physical and mental challenges. Activities include running, tag, games, sport tournaments and activities that include math reinforcement. The state mandated Fitness Gram Test and nutrition education is also included in the weekly plan. The ultimate goal is for the students to have fun and for them to develop a love for exercise and play for a lifetime.

Liberty prides itself with teachers who are strong in implementing the curriculum and assessing their needs to tailor their instruction. By following these guidelines and being committed to student success, Liberty will continue to excel to its highest potential.

2. Reading/English:

Children have always come to school with a range of literacy experiences and abilities making it difficult for teachers to meet the needs of all of their students. Teachers implement various types of grouping arrangements at Liberty Elementary, including needs-based homogeneous groups, interest-based groups, individualized grouping, and most importantly small group instruction. However, it has become clear that it is not the grouping arrangement that matters; it is the delivery of the lesson that has the most impact on the students.

Our lower elementary reading program is designed to meet the diverse needs of all students from 1st through 3rd grades. Small group reading instruction through guided reading groups provides meaningful literacy experiences for the learner in order to address their individual needs. This type of instruction also includes tasks that promote deep understanding which in turn allows teachers to adjust their teaching methods to meet the individual needs of our learners. In an effort to promote productive learning, while teachers are working with students in small groups, other students work independently at literacy work stations. Literacy work stations provide students opportunities to work independently to practice using their reading skills. Students' literacy needs and ability levels vary greatly. Therefore, it is necessary to provide multiple opportunities for students to express and analyze text and collaborate with others in an effort to develop their ability to read and comprehend text.

Teaching through novels is one of the strategies used by upper grade teachers (4th-6th) at Liberty Elementary. This approach provides an excellent opportunity for vocabulary development which is essential to recent immigrants and ELL students. A well-chosen novel will address complex situations engaging the students intellectually, emotionally, and linguistically thereby motivating the learner. Novel reading provides the students with a strong sense of achievement having successfully read and discussed literature while providing students a glimpse into a variety of cultures and genres.

At Liberty Elementary, we believe that all children learn differently and that it is our responsibility to adjust our teaching methods to meet their needs.

3. Mathematics:

Liberty Elementary follows a math curriculum that consists of Texas Essential Knowledge and Skills. Based on this curriculum, teachers annually take part in designing a district scope and sequence guide. Liberty effectively implements this curriculum by adjusting it to meet the individual needs of our campus and its students. We place strong emphasizes on College Readiness Standards, providing students clear expectations, and setting high standards for them to attain . Our short term goals are to equip students with the necessary skills, strategies and tools to not only meet, but master, the standards and criteria of their current grade levels and prepare them for upcoming school years. Our long term goals are to develop successful and productive citizens by becoming problem solvers who can effectively function in any chosen field.

Professional learning communities are held periodically to study the state's readiness and supporting standards in order to formulate or revise plans for the delivery of instruction. Every school year teachers are provided with students' state assessment results from the previous year. Item analysis meetings are held to align student expectations and target areas of deficiency. Liberty utilizes different strategies and elements in

teaching the states' standards in each grade level. Mathematical concepts, problem solving techniques and computation skills are spiraled weekly throughout the year. Assignments, tests, and district benchmarks are continuously analyzed to evaluate our students' progress, strengths and weaknesses.

Each grade level starts the lesson reviewing basic computation skills through music, technology, games, and drills. Our campus success is partly due to spiraling skills on a daily basis to help reinforce and re-teach prior concepts. Spiraling is reviewed through oral math, vocabulary walls, centers, and animated videos. We also utilize a computer software program that reinforces each student's abilities. The concept is taught through the use of visuals, role playing, modeling and web-based technology. After evaluating the students' understanding of the concept, the teacher will group students according to their needs and re-teach the concepts. During small group the teacher keeps a mat to document the skill reinforced. If students need further assistance, an after school tutorial program is offered.

Our final and most important element is problem solving. Students have the opportunity to develop and improve their thinking, reasoning and problem solving skills. Our gifted students are also challenged by providing extension to math activities. By implementing differentiated instruction, Liberty Elementary has shown to be successful.

4. Additional Curriculum Area:

It is the vision of Liberty Elementary to challenge our students to academic and technological excellence in order to prepare them for success in their college and career goals. Our science curriculum is essential in achieving this goal. It is through the integration of real world experiences, technology, hands-on activities, virtual labs, journals, and exploration that science skills and concepts are taught and reinforced. The science curriculum requires that students acquire knowledge of four major reporting categories: Matter and Energy, Force Motion and Energy, Earth and Space, and Organisms and Environments. In implementing this curriculum, we expose our students to investigations using scientific processes, inquiry methods and analyzing information.

e address the major concepts and vocabulary in the context of physical, earth, and life sciences through the use of journals. The integration of journals allows students to organize essential information through visuals embedded in foldables, flipbooks, and graphic organizers. This allows students to internalize science concepts, skills, and vocabulary.

Technology is also an essential tool in preparing our students for success throughout their educational endeavors. Science concepts are integrated through the use of educational multimedia such as educational videos, virtual labs, and web-based interactive activities.

Additionally, students are given the opportunity to implement safe science practices and internalize science concepts through a myriad of hands-on activities and investigations. Students design experiments to demonstrate scientific concepts and seek answers to their questions using critical thinking and reasoning skills.

Liberty Elementary takes pride in fostering community involvement. The science curriculum provides a great opportunity for community members to visit and impart their scientific knowledge. This allows students to connect their knowledge to the real world. We have been privileged that speakers from surrounding universities, business leaders, and science educators have shared varied activities, thus enhancing students' knowledge and reinforcing concepts taught in the classroom.

Our science assessments are aligned to the state standards and allow for evaluation of student performance. At Liberty Elementary we use technology to create tests and analyze results to identify weaknesses in student performance. This information is then used to create individualized instruction for intervention to target students' academic weaknesses during small group instruction.

What sets the science curriculum apart at Liberty Elementary, is that students, teachers, parents, and the community work together to academically challenge our students while providing a safe and nurturing place to learn.

5. Instructional Methods:

Liberty Elementary effectively uses a wide variety of instructional methods and technology programs to address the diverse needs of our student subgroups. Before the school year begins, we identify our subgroups such as special education, dyslexia, speech and auditory students, gifted and talented, RTI Tier II & IIIs, bilingual, ESL, and at-risk students and meet throughout the year to monitor progress and modify instruction.

For Tier III, special education inclusion and resource students, ARD meetings are held to review student's academic progress, revise, and/or formulate Individual Education Plan (I.E.P.s) where skills, and the type and frequency of support are determined. Inclusion students are provided with one-to-one or small group assistance by the special education staff in the general education classroom utilizing resources provided by the homeroom teacher. In addition to small group and one-to-one instruction, at-risk students receive various forms of instructional support through online computer programs. Students' progress is monitored periodically through individualized reports and areas of concern are addressed by the specified intervention staff in both reading and math.

Our Tier II students, which include RTI, 504, Dyslexia, ESL, Bilingual, and students performing slightly below reading level are addressed through small group and one-to-one instruction in the classroom and/or by the reading teacher/ instructional aides. An additional 120-minutes of weekly instruction using lessons from research based instructional resources and other intervention programs provide hands-on activities to students and enable them to grasp challenging concepts with ease. Bilingual students in grades 4th-6th with beginner or intermediate status receive an additional 90-minutes of weekly ESL support with the literacy specialist. Listening, speaking, writing, and comprehension skills are developed through concepts provided by state adopted resources. A comfortable setting and daily oral language activities enable students to communicate effectively in social settings and acquire academic language improving their comprehension.

All students are provided opportunities to utilize the intelligent classroom components for daily practice and presentations. Technology is available for all our students by attending scheduled times to the computer lab.

The Gifted and Talented teacher services students for 60 minutes a week. The students are presented with highly engaging projects that entail research, collaboration, and publication about important historical people, young inventors, and current event topics. Students use laptops and I-pads to do research and create presentations to present their work and findings to their peers.

6. Professional Development:

Our Liberty staff is part of subcommittees for our campus needs assessment. When we meet during the spring semester, these subcommittees provide areas to focus on and address the specific needs of the campus. From our subcommittees' findings, we have addressed areas such as technology support, new teacher mentorship, behavior management, content area support and safety procedures.

With the opening of a new elementary campus four years ago, Liberty lost some students and teachers. However, this loss was shortly lived since our population grew back to approximately 630 students the following school year. At the beginning of the school year, new teachers came to our campus or were reassigned to a new grade level.

Throughout these years, there has been a fluctuation of students from grade level to grade level. It has been necessary each year to reassign a couple of teachers to a new grade level. The need to provide support to the teacher in the new grade level became imperative. Our literacy specialist began modeling lessons in the classrooms for these teachers especially the newly hired. These teachers were provided opportunities to observe other teachers within the grade level and even across grade levels. The assigned mentor meets with the new teacher and the district provides professional development for both.

With an increase in school violence, the administration and school counselor in conjunction with the city police department held a workshop for the staff regarding safety measures to implement. This was an added

professional development aside from what the campus provides each school year. Another area to address was student behavior regarding bullying situations. Liberty contacted a community liaison to speak to our fourth, fifth and sixth grade student body and teachers. This bullying awareness has been discussed extensively in counselor cluster meetings. The school district has also provided professional development to counselors and principals on handling traumatic events within our school. The district has a special team of counselors who come to the campus and assist with the implementation of the plan.

Also, technology training was provided by the district to address the incorporation of the intelligent classrooms with classroom instruction. This type of training have been provided after school and during the day to allow teacher flexibility to attend. To provide added writing support for the fourth grade teachers, the campus principal along with other colleagues contracted a writing consultant which were paid through campus funding.

7. School Leadership

It is the intent of the administration at Liberty Elementary to empower teachers in order to promote student success. Administration meets weekly at regularly scheduled professional learning community (PLC) meetings with the teachers. These PLC meetings address areas of concern and improvement regarding student progress. During these data-driven meetings, decisions affecting students who are performing below level are discussed. The instructional officer and principal meet with the teachers and together formulate interventions that will assist students who may be in need of additional instruction. Various types of reports are reviewed; such reports include failure reports and biweekly assessment results. The data is disaggregated and analyzed. These meetings provide factual and immediate information to teachers and administration in order to ensure that proper interventions may be provided in the classroom. We look at this information in order to ensure that students are properly identified and prescribed the proper intervention which may include before or after school tutorials, small group intervention, reading teacher intervention, language acquisition intervention and/or resource interventions.

From the beginning of the school year, the principal provides professional development training to the staff and identifies areas of growth. Students are identified and an accelerated plan is formulated to target an intervention to ensure student progress throughout the school year. The principal ensures data is readily available to teachers through the use of technology resources. At the PLC meetings, the teachers are provided a laptop to review various types of reports via the data portal utilized by the district. This data however must be uploaded at the campus level in order to be disaggregated. At the end of each nine-week period, the principal provides professional development to all staff to address areas of concern as identified through our PLC meetings. The leadership team encompassed by the principal, instructional officer, curriculum specialist, special education teacher and counselor provide support to teachers throughout the school year by meeting with them regularly to discuss student needs.

The principal initiated the Response to Intervention (RTI) process at Liberty Elementary and trained the staff. This process has been in effect and has improved throughout the past four years. When looking at student data, a team meets with individual teachers to reinforce the validity of the interventions being provided to the student. The RTI team ensures that continuous progress monitoring takes place. The RTI team includes the principal, instructional officer, the curriculum specialist, and classroom teacher.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Pearson Texas Assessment

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level II: Satisfactory	93	83	92	96	98
Level III: Advanced	24	21	28	53	47
Number of students tested	100	77	113	93	112
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	2	0	0	1
% of students tested with alternative assessment	3	3	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	97	92	91	96	97
Level III: Advanced	23	16	28	49	39
Number of students tested	56	25	81	53	62
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	89	86	89	92	96
Level III: Advanced	15	16	13	36	35
Number of students tested	41	31	53	25	57
4. Hispanic or Latino Students					
Level II: Satisfactory	92	82	92	95	98
Level III: Advanced	23	19	27	52	48
Number of students tested	91	73	105	88	110
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS).

Our percent of students tested with an alternative assessment may be higher than 2% due to our campus having a Special Education Life Skills Unit which provides services to students from other campuses who do not have a Life Skills Unit.

STATE CRITERION--REFERENCED TESTS

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

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level II: Satisfactory	91	81	98	96	98
Level III: Advanced	42	8	49	44	54
Number of students tested	84	120	91	116	95
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	1	2	0	1	0
% of students tested with alternative assessment	1	1	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	91	74	98	93	99
Level III: Advanced	33	4	46	42	53
Number of students tested	48	49	50	60	51
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	100	86	93	90	96
Level III: Advanced	37	0	32	34	56
Number of students tested	19	32	28	32	25
4. Hispanic or Latino Students					
Level II: Satisfactory	91	79	98	95	98
Level III: Advanced	41	8	49	45	52
Number of students tested	81	114	87	110	91
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS).
Our percent of students tested with an alternative assessment may be higher than 2% due to our campus having a Special Education Life Skills Unit which provides services to students from other campuses who do not have a Life Skills Unit.

STATE CRITERION--REFERENCED TESTS

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

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES*					
Level II: Satisfactory	94	97	95	94	97
Level III: Advanced	43	51	62	63	79
Number of students tested	114	90	111	100	108
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	1	1	0
% of students tested with alternative assessment	2	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	91	95	95	94	96
Level III: Advanced	41	52	50	68	79
Number of students tested	73	42	56	53	58
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	85	89	82	91	75
Level III: Advanced	24	33	33	36	33
Number of students tested	25	9	12	11	9
4. Hispanic or Latino Students					
Level II: Satisfactory	94	96	95	94	97
Level III: Advanced	42	51	63	61	79
Number of students tested	109	85	104	96	104
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS).

Our percent of students tested with an alternative assessment may be higher than 2% due to our campus having a Special Education Life Skills Unit which provides services to students from other campuses who do not have a Life Skills Unit.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Pearson Texas Assessment

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level II: Satisfactory	97	97	97	99	96
Level III: Advanced	47	47	52	65	69
Number of students tested	94	110	104	105	99
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	1	2	1	0
% of students tested with alternative assessment	0	1	2	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	97	94	97	99	96
Level III: Advanced	49	39	48	68	66
Number of students tested	61	51	56	57	50
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	78	90	83	86	60
Level III: Advanced	11	40	10	29	20
Number of students tested	9	10	10	7	5
4. Hispanic or Latino Students					
Level II: Satisfactory	97	97	97	99	96
Level III: Advanced	46	48	51	64	68
Number of students tested	91	102	99	101	98
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS).
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STATE CRITERION--REFERENCED TESTS

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

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
Level II: Satisfactory	99	91	96	94	99
Level III: Advanced	30	29	55	73	72
Number of students tested	99	76	112	93	112
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	2	0	0	1
% of students tested with alternative assessment	3	3	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	97	92	96	96	98
Level III: Advanced	25	17	58	68	67
Number of students tested	56	24	81	53	61
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	89	86	94	88	98
Level III: Advanced	13	17	42	44	59
Number of students tested	40	30	52	25	57
4. Hispanic or Latino Students					
Level II: Satisfactory	98	90	96	94	99
Level III: Advanced	29	26	54	72	72
Number of students tested	90	72	104	88	108
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS).

Our percent of students tested with an alternative assessment may be higher than 2% due to our campus having a Special Education Life Skills Unit which provides services to students from other campuses who do not have a Life Skills Unit.

STATE CRITERION--REFERENCED TESTS

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

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level II: Satisfactory	89	88	96	95	97
Level III: Advanced	34	16	43	37	40
Number of students tested	82	120	89	115	97
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment	1	2	0	1	0
% of students tested with alternative assessment	1	2	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	83	83	96	93	93
Level III: Advanced	28	8	45	41	39
Number of students tested	47	49	49	59	49
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	71	68	89	93	95
Level III: Advanced	17	0	12	25	38
Number of students tested	18	32	26	32	27
4. Hispanic or Latino Students					
Level II: Satisfactory	89	88	95	95	97
Level III: Advanced	33	16	41	37	39
Number of students tested	79	114	85	109	93
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

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Our percent of students tested with an alternative assessment may be higher than 2% due to our campus having a Special Education Life Skills Unit which provides services to students from other campuses who do not have a Life Skills Unit.

STATE CRITERION--REFERENCED TESTS

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

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Apr	Mar
SCHOOL SCORES*					
Level II: Satisfactory	91	94	96	98	96
Level III: Advanced	31	37	58	43	50
Number of students tested	116	89	105	100	103
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	1	1	0
% of students tested with alternative assessment	2	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	88	93	95	98	94
Level III: Advanced	30	33	55	36	49
Number of students tested	70	42	53	53	55
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	78	75	57	99	40
Level III: Advanced	29	0	33	18	0
Number of students tested	21	8	6	11	6
4. Hispanic or Latino Students					
Level II: Satisfactory	91	94	96	98	96
Level III: Advanced	30	36	58	42	48
Number of students tested	105	84	98	96	99
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS).
Our percent of students tested with an alternative assessment may be higher than 2% due to our campus having a Special Education Life Skills Unit which provides services to students from other campuses who do not have a Life Skills Unit.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Pearson Texas Assessment

Test: (STAAR®) and (TAKS)
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level II: Satisfactory	91	91	95	97	99
Level III: Advanced	38	37	53	63	73
Number of students tested	95	110	104	104	98
Percent of total students tested	99	100	100	99	100
Number of students tested with alternative assessment	0	1	2	1	0
% of students tested with alternative assessment	0	1	2	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level II: Satisfactory	88	88	95	95	99
Level III: Advanced	31	24	50	61	78
Number of students tested	62	51	56	56	50
2. Students receiving Special Education					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
3. English Language Learner Students					
Level II: Satisfactory	56	70	92	71	67
Level III: Advanced	0	10	40	14	17
Number of students tested	9	10	10	7	6
4. Hispanic or Latino Students					
Level II: Satisfactory	91	90	95	97	99
Level III: Advanced	37	36	52	61	73
Number of students tested	92	102	99	100	97
5. African- American Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
6. Asian Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Level II: Satisfactory					
Level III: Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
9. White Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
10. Two or More Races identified Students					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
11. Other 1: Other 1					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
12. Other 2: Other 2					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					
13. Other 3: Other 3					
Level II: Satisfactory					
Level III: Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS).
Our percent of students tested with an alternative assessment may be higher than 2% due to our campus having a Special Education Life Skills Unit which provides services to students from other campuses who do not have a Life Skills Unit.