

U.S. Department of Education
2015 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. Brianna Rene Foxx

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

Official School Name Country Place Elementary School

(As it should appear in the official records)

School Mailing Address 2115 Raintree

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

City Carrollton State TX Zip Code+4 (9 digits total) 75006-4719

County Dallas County State School Code Number* 057903-112

Telephone 972-968-1400 Fax 972-968-1410

Web site/URL http://countryplace.cfbisd.edu/pages/Country_Place_Elementary E-mail foxxb@cfbisd.edu

Twitter Handle @CPEtweets Facebook Page https://www.facebook.com/countryplaceelementary Google+ _____
Other Social Media Link _____

YouTube/URL _____ Blog _____ Instagram-
countryplaceeagles

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Bobby Burns E-mail: burnsb@cfbisd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. James Goode
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 24 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 35 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. 1 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	2	2
K	26	26	52
1	25	28	53
2	24	31	55
3	34	26	60
4	20	28	48
5	32	21	53
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	161	162	323

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 14 % Asian
 - 10 % Black or African American
 - 33 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 40 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

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, 2013 until the end of the school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	344
(5) Total transferred students in row (3) divided by total students in row (4)	0.099
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 11 %
35 Total number ELL
 Number of non-English languages represented: 12
 Specify non-English languages: Bosnian, Farsi (Persian), Korean, Portuguese, Serbian, Somali, Spanish, Swahili, Tamil, Telnan (Telega), Urdu, Vietnamese
8. Students eligible for free/reduced-priced meals: 33 %
 Total number students who qualify: 107

Information for Public Schools Only - Data Provided by the State

The state has reported that 38 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 16 %
52 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.

<u>24</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>56</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>16</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	9
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 17:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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.

15. Please summarize your school mission in 25 words or less: Country Place, in partnership with our families and community, guarantees superior education and high-achievement for all students to develop responsible, confident, well-rounded citizens.

PART III – SUMMARY

From the friendliness of office staff to the dedication of the teachers in the classroom, Country Place Elementary (CPE) is noticeably unique. Nestled in the quiet Country Place neighborhood of Carrollton, the school was constructed in 1975 and currently serves 323 children. CPE is a rainbow of diversity. CPE houses both general education and self-contained special education classes. General education includes kindergarten to 5th grade and special education includes children beginning at age 3 through 5th grade. The population consists of 39.8% White, 33% Hispanic, 10.1% African American, 13.8% Asian, and 3.4% other ethnic backgrounds. CPE serves a varied population comprised of 15.9% Special Education, 10.7% Limited English Proficient, 7.6% Gifted and Talented, and 32.7% Economically Disadvantaged. CPE houses four self-contained Special Education classrooms serving students with Autism and Intellectual Disabilities. There is a clear and unified commitment among the faculty to inspire and support every child. A parent testimonial communicates it best: “I love every aspect of Country Place. The teachers consistently push my children to do their very best while treating them with respect and compassion. I know their elementary school foundation will produce excellence in years to come. We are truly blessed to be a part of the Country Place family!”

CPE was recognized as an “Exemplary” campus for eleven consecutive years and in the years 2013 and 2014 was identified as “Met Standard,” the highest rating, and received all six distinction designations from the Texas Education Agency. The state accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. In each of these four indexes, CPE ratings almost doubled the “target score”. The excellence displayed at CPE is rooted in the campus mission statement: “Country Place, in partnership with our families and community, guarantees a superior education and high-achievement for all students to develop responsible, confident, well-rounded citizens.”

CPE Eagles develop emotionally, physically, socially, and culturally through varied traditions and celebrations. Students participate in two weekly guidance programs focusing on social and emotional development. Leadership is learned and practiced as Student Council undertakes various community service and community involvement projects. Safety Patrol assumes the responsibility of assuring that students arrive and depart the campus in the safest manner. Yearbook Crew produces the school annual and simultaneously learns to respect the necessity of meeting a deadline, produce a quality product, and hone salesmanship skills. Students are provided the opportunity to celebrate their talent through district and community art and music contests and local and district field days. Individual achievements are celebrated monthly at Friend-Z Friday assemblies and yearly through the art Reflections contest, local and district choir concerts, local and district field days, honor rolls, and presidential awards. Due to high achievement, positive morale, and a family environment, CPE experiences low faculty and student turnover. Therefore, as faculty and staff watch 5th graders “graduate,” there is an overwhelming sense of pride as they recognize the positive impact made on the future of these students.

CPE is devoted to partnering with families and the community to aid every student in achieving maximum potential. An example of this partnership is the yearlong effort of the Parent Teacher Association (PTA). The school year begins with unifying festivities such as Back to School Bash, where the CPE community celebrates the beginning of the school year and comes to a close with Family Picnic and Book Fair. With the motto of “Work Hard, Play Hard,” the staff, in cooperation with PTA, offers family dinners, movie nights, a carnival, silent auction, and breakfast and lunch with Mom and Dad. The CPE educational philosophy extends beyond the classroom to include parent education courses, professional development for teachers, and community partnerships. CPE teachers have been awarded multiple Educational Foundation grants to enhance learning through technology and also give back to the Educational Foundation through 100% participation in the employee giving campaign each year. Additionally, PTA and CPE sponsored fundraisers support a four day science trip for 5th grade, a social studies day trip to Austin for 4th grade and various field trips for the entire student body.

Many strategies are used to challenge students for maximum potential. Students are supported academically through Safety Net and Acceleration Plan (SNAP) meetings and Response to Intervention (RtI) small group

tutorials. The progress of each student is discussed at SNAP. When data indicates a need, staff members assign students to appropriate RTI tier groups. CPE provides a daily thirty minute small group tutorial during the instructional day for students on tiers and enrichment for students who are on or above grade level. All staff participates, allowing the classroom teacher to work with tier groups while auxiliary staff provides challenging academic activities for non-tier students to increase their academic proficiencies. After school tutoring is offered twice a week. Additionally, students are challenged academically through the annual Science Fair, District Math Competition, and reading programs through the CPE library. The Country Place staff works to provide a well-rounded, relevant, and challenging education for each student. At CPE, parents, staff, and community are one unit focused the emotional, social, and physical well-being of students and a challenging academic environment for all.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

CPE's curriculum follows the Texas Essential Knowledge and Skills (TEKS) along with additional rigor provided through the Carrollton-Farmers Branch ISD (CFBISD) Curriculum Online. The online curriculum, developed by the district, provides interventions and differentiation to ensure high achievement for all by planning with the end in mind. Foundational skills are addressed through a spiraling curriculum which includes time dedicated to cementing prerequisite skills in all subject areas as well as bringing back previous learning throughout the year allowing students to commit learning to long-term memory. The spiraling curriculum approach and the backwards design model were selected by the district to address the needs of mobile students and rigorous testing standards. The curriculum promotes high achievement for all students by creating opportunities for students to embrace previously learned knowledge and transfer their learning to novel activities and make connections to new learning.

Reading and writing workshops provide students with the framework to develop literacy. Teachers pre-plan lessons, scaffolding and extending for individual students in order to challenge all. Reading workshop focuses on skills such as identifying underlying structures of text, predicting content, and synthesizing key concepts. Students are actively engaged in independent reading where they interpret and analyze text. Teachers model reading using a variety of nonfiction and narrative texts presenting the opportunity to synthesize, make connections and activate prior knowledge. Students experience guided reading in small groups on their instructional reading level. CPE has a guided reading library with leveled texts used for guided reading instruction.

Writing workshop provides students with the framework to develop writing skills. It begins with a mini-lesson focused on elements of the writing process, analyzing exemplar pieces, and the development of standard conventions of language to make writing comprehensible. Writing conferences with peers and with the teacher provide time for students to analyze their work and apply new strategies.

Math instruction is also framed around a workshop model. Students apply critical thinking and problem solving strategies to deepen understanding of the target objective. Through development of mathematical concepts and reasoning, students are prepared to communicate effectively in the universal language of mathematics. Students show their thinking when solving math problems, and mistakes are celebrated as it opens discussion between students which eventually leads to deeper understanding. CPE students do more than just memorize facts. A strong number sense is developed beginning in kindergarten through both a hands-on and abstract approach.

Although 70-90 minutes are devoted to math daily, it is not uncommon to hear math happening spontaneously in the hallways. Teachers take the opportunity to have math talks while transitioning from one place to another. These brief interactions have a large impact as not a minute of time is lost. Weekly tutoring is provided for below level students while challenges are given to those above level. Such opportunities include district-wide math competitions for 3rd, 4th and 5th graders.

The 5E science model supports hands-on learning, giving students the opportunity to study concepts in depth while making connections to everyday experiences. Multiple opportunities are provided to support the science TEKS through hands-on curriculum including Engagement, Exploration, Explanation, Elaboration, and Evaluation through real-world applications. Students are engaged through video snippets, pictures of scientific concepts, or stories that require reflection from prior experiences. As students develop interest in concepts, they use research and active investigation to establish a deeper understanding. One example of this model is through Claim, Evidence, and Reasoning. Throughout the study of specific concepts, students learn to use observation of data to make statements, claim evidence to support the findings, and then create reasoning through a written model to back up claims.

As enrichment in science, students participate in the annual science fair through class and individual projects. Students in 2nd and 4th grades participate in the Outdoor Learning Center, a hands-on

environmental curriculum within the district, and a 4-day science camp where 5th graders are engaged in outdoor activities which support a spiraled curriculum. Struggling students are provided extra time and are given additional opportunities to demonstrate mastery.

Social studies lessons include community aspects, history, geography, economics, government, culture, and social skills. Students engage and build conceptual knowledge of key content through high interest books supported by interactive learning. Social studies lessons use differentiated instruction that increase comprehension through leveled pairs of books. Lessons address both reading and writing skills as well as support for English language learners. Fluency and comprehension skills are improved through the use of audio recordings.

2. Other Curriculum Areas:

At CPE, all students rotate through each non-core subject every three days and visit the library weekly where they continue to sharpen their skills. Visual and performing arts, physical education and technology programs are not only aligned with TEKS, but provide enrichment opportunities for all students. Enrichment programs incorporate a variety of current technology including interactive white boards, tablets, document, digital and flip cameras, and computers. Daily exposure allows students to become proficient in cutting edge technology, thus enhancing their ability to become lifelong learners. Technology provides opportunities to reach students and parents beyond the school doors. To ensure students exceed the expectations of the TEKS for technology applications, staff coordinates with the Instructional Technology Specialist to plan grade level appropriate projects to develop foundational technology skills, acquire information, communicate, and solve problems.

The library is a safe haven for all to select a book, conduct research, learn new skills, and enjoy a read aloud. The librarian provides all students the opportunity to participate in reading programs such as: Reading Around the Alphabet, Six Flags Reading, Bluebonnet Reading, Summer Reading, Winter Reading, Reading under the Stars, Library Leaders, and Children's Book Week.

In the music classroom, students begin creating music in kindergarten and continue to sharpen and refine those skills through 5th grade. Students in each grade meet the expectations established by the TEKS, and many exceed those expectations and continually find ways to connect music to other areas. Starting in kindergarten, students are exposed to a rich language environment and use literature to create song stories, reader's theater, and use instrumental sound effects and music in classroom performances. Students use word groups and word patterns to understand rhythm in speech and then move to notating those rhythms with musical notes. Students have several opportunities to perform on stage and develop stage presence and gain confidence through grade level performances. Fourth and fifth graders take performance a step further and join Eagle Choir, where they audition for speaking, singing, and choreography parts. Throughout music education, students are exposed to many cultures through songs, dances and instruments from around the world. Students spend time connecting the music of today with influential musicians from times past, recognizing the impact musicians made on the world around them.

Students in grades K-5 are exposed to a rich art environment filled with out of the box thinking. Through a variety of learning methods comprised of student-led group discussions, cooperative learning, visual aids, demonstrations, and hands on activities, each student not only meets the TEKS for art but exceeds them as well. CPE students are routinely recognized through district art contests. Fourth and fifth grade students have the opportunity to further advance their skills through the creation of the school's yearbook. Students explore how to use a digital camera, enhance images, create yearbook spread pages, and market their product. Students learn how art connects to the core subjects, the non-core subjects (music, physical education, and technology), the world around them, and job opportunities.

Physical education is essential to building strong bodies and minds. Country Place students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The goal for students is to become lifelong learners in all areas of their lives including health and wellness. Students do this by participating in activities that encourage healthy decision-making, appropriate social skills, and lifelong

physical fitness activities in and outside the education setting. Dallas Fitness Stars and Fuel Up to Play 60 focus on making healthy eating choices and becoming more physically active outside of the physical education classroom.

The campus also supports students' emotional and social well-being. Inclusion time for special education students during PE, art, and music enhance learning for all. The counselor facilitates guidance lessons for each grade level, discussing ways to handle conflict, stress, peer interactions, and study habits. Weekly, students participate in activities focused on relationships, manners, and respect which results in a positive school-wide environment.

3. Instructional Methods and Interventions:

The mission of CFBISD is high achievement for all students. Differentiated instruction is at the heart of this mission. The staff at CPE utilizes and supports programs such as Academic Creative Education (ACE), Response to Intervention (RtI), English as a Second Language (ESL), Content Mastery, Alphabetic Phonics (Dyslexia Program), and an inclusion program that meets the individual learning needs of special education students in Communications and Support Center classes. In addition, teachers use innovative methods to educate their general education students in language arts and math through readers, writers, and math workshop. The workshop model fosters authentic reading, writing, and problem solving and provides opportunities for teachers to deliver interventions and extensions for individual learners as part of the daily instructional process.

Gifted students in the ACE program are clustered and offered a project-based curriculum. These learning units add depth and pacing that are commensurate with the abilities of the student. The RtI program allows teachers to work individually or in small groups with struggling students in math and in reading. Students receiving RtI assistance take home leveled readers and phonics components daily to promote literacy at home. ESL instruction values and supports a student's native language as the English language is acquired. In support of English language learners, teachers adapt instruction, create visual aides and consistently check for understanding, thus preparing students to be part of a global community.

CPE hosts many special programs to help meet the academic needs of students with disabilities. Content Mastery (CM) and Resource provide academic support to students from kindergarten through 5th grade who are mainstreamed in general education homeroom classes. Content Mastery services are provided at three levels: CM1, CM2, and Resource. The Support Center class is designed for students who are eligible for Special Education and need a self-contained placement for more than 50% of the regular school day. Communications class addresses the unique needs of students with Autism and communication disorders. Communications includes students from age three through fifth grade who have limited communication and language skills. All special education students participate with general education peers and curriculum through inclusion and reverse inclusion.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Current CPE data verifies strong instruction. Declines in spring 2012 reflect the introduction of more rigorous State of Texas Assessments of Academic Readiness (STAAR). Steadily increasing scores since 2012 validate increased expectations and academic adjustments provided by CPE staff.

Consistent increases from 2013 to 2014 in All Student and sub-population levels confirm that students are learning at higher levels and achievement gaps are closing. In 2013, achievement gaps between All Student and Economically Disadvantaged in 3rd grade math were 14%. In 2014, that same group decreased the gap to 4% while achievement for All Students increased 5%. Similarly, in 2013, 4th grade Economically Disadvantaged students scored at 69%, a 25% gap in achievement. The same students in 5th grade closed the gap by 19% resulting in only a 4% deficit. Achievement gap reduction is attributed to data driven, focused tutorials provided during the instructional day. Teachers analyzed data to develop tutorial groups based on specific learning needs. Targeted tutorials fill learning gaps, increase understanding of prerequisite skills, and transfer knowledge. High achievement in reading is attributed to the strong reading foundation built by primary teachers. It is strengthened yearly through instruction provided at the appropriate challenge level for individual students and through intensive intervention at the point of struggle.

Historically, the Hispanic sub-population under-performs All Students. To address gaps, teachers focused on best practices for ELLs including accountable talk, attention to learning modalities, and academic vocabulary. Efforts proved powerful. From 2013 to 2014, achievement gaps between Hispanic and All Students were significantly reduced. A few scores appear outside norms and are influenced by small numbers of students tested.

Goals for 2014-2015 are to increase the number of students achieving at Advanced level and decrease achievement gaps between ELLs and All Students. To boost the number of students achieving Advanced on STAAR, staff incorporated enrichment periods and small group tutorials for on-level and advanced students. To decrease the gap for ELL students, CPE made a concerted effort to include ELLs in instructional supports directly targeting vocabulary enrichment, language acquisition, and building schema.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Data collected on student performance determines instructional decisions made at Country Place. Units of study include formative and summative assessments showing mastery and where additional instruction is needed. Students achieving less than 80% on summative assessments receive additional instruction and opportunity to retest. Teachers analyze assessment data to determine learning gaps and misconceptions to provide additional instruction.

Another source of student data is Measures of Academic Progress (MAP) testing. The nationally normed test is given three times each year in math, reading and science. MAP data drives instruction and is a strong predictor of students' academic performance on state testing. Results are shared with parents after each assessment. MAP shows areas of weakness and strength. MAP data is used as a universal screener for RTI and in referrals for the Gifted and Talented program.

Teachers monitor each child's reading level using running records and quarterly reading assessments which are shared with parents every nine weeks. Guided reading groups are formed using the child's reading level and appropriate books are sent home weekly. Students also take a computer based assessment monthly to monitor progress in specific reading skills. Students with special needs utilize a variety of individualized programs to advance their learning based on data collected by school personnel. Computer programs enable students to self-direct learning and supplement direct instruction.

English Language Learners are examined yearly using the Texas English Language Proficiency System.

Student progress is monitored throughout the year and reviewed each nine week grading period by a committee of teachers, specialists, and administrators.

To manage all of this data and evaluate holistic progress of each child, quarterly SNAP team meetings determine next levels of work for individual students and implications for classroom and small group interventions.

Community members are informed of campus achievement through the online school report card, social media, campus website, and marquee. A public hearing is held annually to share the school's progress towards achieving high academic standards. Data is explained so all stakeholders understand the meaning and next steps to achieve identified goals.

Part VI School Support

1. School Climate/Culture

Country Place implores many avenues to support the social and emotional well-being of students, enabling them to perform at their best academically. Students are welcomed each school year with a personal phone call from their classroom teacher and invited to bring their family to “Sneak a Peek” to meet the teacher and see the classroom before school even starts. The counselor meets with all students bi-weekly for guidance lessons on topics such as acceptance, morals, making good choices, having respect for self and others, and keeping a bully-free campus. Friend-Z Friday, a monthly assembly, celebrates academic achievement, good citizenship, and personal accomplishments outside of school such as Boy Scouts honors and sports team wins.

In addition, staff members commit to “Save One Student” by adopting a student who simply needs an extra adult to care about them. SOS mentors interact with the student in a positive manner each day, encourage attendance, academic performance, and smiles. Outside of school, teachers support students by attending sporting events, making hospital visits and participating in other community activities. Family participation in school sponsored events such as Dine with Dad, Meals with Mom, Water Day, and Field Day as well as PTA programs such as the Silent Auction, Family Picnic, Book Fair, and Family Fun-Run show students that parents and teachers are there to support them as a team. The positive culture leads to low student attrition and teacher turn-over, providing a stable learning environment for all students.

Well-rounded support is not limited to students. Teachers are encouraged through “Staff Member of the Month” awards each month (nominated by peers, parents, and students), appreciation luncheons throughout the year and praised through “bucket drops” in the teachers’ lounge. Teacher input is always welcome and is actively sought by campus and district leadership. Even in unexpected circumstances, the staff is flexible and able to lean on one another. All staff members assist with intervention tutoring each morning, allowing for smaller tutorial groups and additional enrichment for students. CPE implements grade-level planning and vertical teaming to maintain continuity of instructional practices. Instructional coaches facilitate Professional Learning Communities and help build the repertoire of teaching strategies. Teachers are not only supported at the campus and district level. In 2013-2014, CPE parent volunteers served more than 1,260 hours in the teacher workroom, library, and class field trips. CPE seniors volunteered 12 hours in classrooms and 90 hours in the library. Community participation allows teachers more time for instructional planning by organizing community events, fundraising to support instructional initiatives, and following through with instructional needs at home such as reading each night and ensuring students complete homework.

2. Engaging Families and Community

At Country Place, interaction between faculty, families, and the community is paramount to student success. PTA attendance is enhanced greatly through the pairing of a student concert with each PTA meeting. CPE staff provides entertainment for students during parent education portions of the meeting to allow parents time to learn without interruptions. For parents, PTA offers assemblies with influential speakers. One presentation, “Building Character is More Important Than Making Honor Roll,” sparked great dialogue among parents and encouraged parents to teach their children the importance of gratitude and giving back to the community through service. Parents are also encouraged to build a meaningful relationship with their child by attending class parties and field trips. Consequently, an abundance of parents are always willing to volunteer their time for the betterment of the school. CPE Student Council sponsors events like Moms and Muffins, Dads and Donuts, and Cinnamon Rolls with Sweeties, providing another opportunity to engage the family at school.

Additionally, parents are comfortable with their students attending events after school hours, such as Movie Night, fifth grade Science Camp, and Winter Wonderland, showing that families love to be at Country Place even when school is not in session.

Community involvement also plays a key role in the school's total success. Local businesses frequently donate food and goods to increase participation at the PTA events and promote a positive school culture. For example, Fuzzy's Tacos supplied chips and queso for a PTA meeting, Travelocity donated \$500 to provide hoodies for students, and Integrity Health provided water for Fun Run participants. Blue Mesa provides an annual teacher appreciation luncheon. Community partner programs provide financial support for the school and PTA. Community partners such as Target, Albertsons, Tom Thumb, Chili's, Amazon, and Barnes & Noble Book Fair give money back to the school.

Because it is important for the CPE family to have a reciprocal relationship with the community, students collect necessary toiletries, food items, and clothes through drives such as "Mac N Cheese March" which are then donated to local families through Metrocrest Service Center. These collections encourage students to support the less fortunate and allow students to give back to the outstanding and supportive community.

The combined effort of community members, parents, local businesses, and staff provide students with ample opportunities to experience the importance of being involved in the community, teamwork, and the resources necessary to provide quality instructional materials for the campus.

3. Professional Development

In order to maintain high student achievement for all students, Country Place staff is devoted to continuous professional development. CPE staff actively seeks professional development at the individual, team, campus, and district levels. The CPE staff is highly qualified and strives for development that goes beyond basic teacher education through ongoing training, including evening classes and summer programs based on current curriculum needs, professional article studies, and best teaching practices that surpass district expectations. The grade level teams enhance each other's strengths and provide continued support. As a professional learning community, teachers meet twice a month with Instructional Specialists to dive deeper into the Math and Language Arts curriculum. These specialists coach staff members in the learning environment in order to facilitate a higher level of instruction. Being at the forefront of professional development, our district offers multiple content level training each month in order to enhance instruction. Country Place staff is known throughout the district for its use of all staff development opportunities.

In addition to staff development opportunities, Country Place Elementary participates in Instructional Rounds within our district. Schools send representatives into campuses to observe and provide feedback on a problem of practice that has been identified. From the observations, data, and feedback, schools can determine what next level of work can be utilized in order to accelerate teachers and students academically. One area CPE has addressed is to find evidence of student discourse that supports transfer of knowledge from classroom learning to real-world application. In response to the data collected through Instructional Rounds, Country Place teachers identify strategies to support depth and complexity of understanding. Through the use of structured planning, including higher-level questioning and academic vocabulary in all grade levels, CPE students are challenged at all learning levels. The instructional focus of CPE has been increasing higher-level vocabulary during class discussion, utilizing content specific word walls, and developing a vocabulary target as well as a learning target for each lesson. At Country Place students are expected to take newly acquired information and make connections across content and into the real world. The goal is not only to maintain areas of excellence, but strive for high achievement in all areas.

Additionally, staff is surveyed annually to determine current professional development needs and preferred focus areas for campus level professional development. Teacher input and student data guides all professional development decisions at the campus level. CPE teachers are guided through changes in the TEKS and how to best meet the needs of students through best practices in teaching.

4. School Leadership

The Country Place leadership philosophy is simple. CPE is a cohesive team, comprised of all stakeholders with one goal of high student achievement. In the spring of 2014, the CPE tenacity and teamwork was prevalent. Despite the principal being injured and out for a semester, leadership capacity was sustained and

student achievement increased. Every faculty member shows ownership and serves on one of three leadership teams that include the following: Campus Leadership Team (CLT), Campus Improvement Committee (CIC), and Instructional Rounds (IR). These three teams share leadership responsibility and guide campus decisions. The principal serves as the facilitator for all teams, building consensus and finalizing campus decisions.

The CLT, comprised of a representative from each grade level and specialized area, provides input on campus-wide decisions. The CLT meets monthly with the principal and is responsible for open communication from staff to administration. CLT meetings begin with a discussion of grins and grumblings. These honest, reflective conversations provide opportunities for the principal to have insight into the overall feel of the campus and to address concerns directly as they arise. CLT members are responsible for sharing all discussions and decisions with their respective teams. On a greater scale, the CIC consists of one teacher from each grade level, a parent representative, and a community member and assures that campus funds and decisions best serve the instructional needs of students. Lastly, the IR team involves teachers, administrators and district employees from other campuses. IR teams observe, collect data, and collaborate to ensure teaching strategies are at the highest caliber and guarantee student success.

CPE also demonstrates collaborative leadership through participation with district programs. CPE teachers attend the Aspiring Leadership Academy to grow professionally and sharpen leadership skills as they seek future administrator positions. Staff members and parents participate in the CFBISD Ambassador program which promotes and encourages positive promotion of the school, the Country Place community, and district. Additionally, teachers serve as liaisons to the district for special programs assuring fidelity and strengthening communication between the campus and district.

Strong partnerships with parents, community, and PTA are important to CPE leadership. The staff and community work in unison to continuously improve student achievement, morale, community involvement, and school culture. Community support and input is crucial to the leadership, decision-making and achievement of the campus. The success of Country Place is due to the wide-spread leadership, strong partnerships, and teamwork of all stakeholders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	90	88	100	100
Advanced Academic Performance	22	34	31	72	57
Number of students tested	46	58	58	50	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment			13		
% of students tested with alternative assessment	13	10	22	10	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	79	76	83	100	100
Advanced Academic Performance	11	29	25	65	54
Number of students tested	19	21	24	17	13
2. Students receiving Special Education					
Satisfactory Academic Performance and above	58	44	92	100	100
Advanced Academic Performance	0	22	0	33	25
Number of students tested	12	9	13	6	8
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	86	40	100	100
Advanced Academic Performance	0	29	20	50	43
Number of students tested	3	7	5	4	7
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	88	75	76	100	100
Advanced Academic Performance	12	35	29	53	50
Number of students tested	17	20	17	15	10

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	0	33	25	67	25
Number of students tested	2	3	4	3	8
6. Asian Students					
Satisfactory Academic Performance and above	83	86	60	100	100
Advanced Academic Performance	67	57	40	100	71
Number of students tested	6	7	5	8	7
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	86	89	96	100	100
Advanced Academic Performance	19	29	36	71	63
Number of students tested	21	28	28	21	27
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	95	83	90	99	88
Advanced Academic Performance	54	23	32	63	48
Number of students tested	56	65	59	67	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	15	12	9	9
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	91	56	90	100	79
Advanced Academic Performance	45	16	20	67	46
Number of students tested	22	32	20	18	24
2. Students receiving Special Education					
Satisfactory Academic Performance and above	64	47	82	100	73
Advanced Academic Performance	36	0	27	73	18
Number of students tested	14	17	11	11	11
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	40	67	100	75
Advanced Academic Performance	33	0	0	57	25
Number of students tested	3	5	3	7	12
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	80	55	85	100	73
Advanced Academic Performance	50	20	35	55	35
Number of students tested	20	20	20	11	26
5. African- American Students					
Satisfactory Academic	100	40	100	90	80

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	50	0	0	40	40
Number of students tested	4	5	4	10	5
6. Asian Students					
Satisfactory Academic Performance and above	100	67	100	100	100
Advanced Academic Performance	67	33	63	100	50
Number of students tested	6	6	8	10	4
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	92	87	88	100	100
Advanced Academic Performance	56	30	28	60	67
Number of students tested	25	30	25	30	27
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	98	82	100	100
Advanced Academic Performance	42	43	39	61	50
Number of students tested	59	60	72	56	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	8	0	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	96	95	81	100	100
Advanced Academic Performance	39	27	23	74	44
Number of students tested	28	22	26	19	16
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	91	64	100	100
Advanced Academic Performance	0	9	27	42	0
Number of students tested	11	11	11	12	4
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	67	100	100
Advanced Academic Performance	0	25	0	67	0
Number of students tested	3	4	3	3	3
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	95	80	100	100
Advanced Academic Performance	33	38	47	52	45
Number of students tested	15	21	15	25	11
5. African- American Students					
Satisfactory Academic	80	100	78	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	40	33	0	50	67
Number of students tested	5	3	9	4	3
6. Asian Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	33	78	70	75	50
Number of students tested	6	9	10	4	6
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	81	100	100
Advanced Academic Performance	50	36	39	70	48
Number of students tested	28	25	31	20	27
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	91	88	100	100
Advanced Academic Performance	35	41	28	74	57
Number of students tested	46	58	57	50	58
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	17	5	14	10	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	79	86	83	100	100
Advanced Academic Performance	32	24	13	59	46
Number of students tested	19	21	24	17	13
2. Students receiving Special Education					
Satisfactory Academic Performance and above	58	67	85	100	100
Advanced Academic Performance	25	22	15	33	13
Number of students tested	12	9	13	6	8
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	86	40	100	100
Advanced Academic Performance	0	14	0	75	57
Number of students tested	3	7	5	4	7
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	88	70	82	100	100
Advanced Academic Performance	24	35	29	73	50
Number of students tested	17	20	17	15	10
5. African- American Students					
Satisfactory Academic	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	50	33	25	67	50
Number of students tested	2	3	4	3	8
6. Asian Students					
Satisfactory Academic Performance and above	83	100	60	100	100
Advanced Academic Performance	33	29	20	75	57
Number of students tested	6	7	5	8	7
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	90	93	100	100	100
Advanced Academic Performance	43	50	33	81	56
Number of students tested	21	28	27	21	27
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	95	94	95	99	92
Advanced Academic Performance	43	42	36	60	38
Number of students tested	55	65	59	67	63
Percent of total students tested	98	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	15	10	9	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	95	69	90	100	92
Advanced Academic Performance	14	22	20	56	29
Number of students tested	22	32	20	18	24
2. Students receiving Special Education					
Satisfactory Academic Performance and above	69	53	91	100	82
Advanced Academic Performance	46	24	9	36	27
Number of students tested	13	17	11	11	11
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	60	67	86	75
Advanced Academic Performance	33	0	33	43	17
Number of students tested	3	5	3	7	12
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	84	70	95	91	85
Advanced Academic Performance	26	35	35	45	23
Number of students tested	19	20	20	11	26
5. African- American Students					
Satisfactory Academic	100	40	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	25	40	50	40	0
Number of students tested	4	5	4	10	5
6. Asian Students					
Satisfactory Academic Performance and above	100	83	100	100	100
Advanced Academic Performance	50	33	50	60	25
Number of students tested	6	6	8	10	4
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	92	97	96	100	100
Advanced Academic Performance	60	53	32	67	62
Number of students tested	25	30	25	30	26
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	97	95	89	100	100
Advanced Academic Performance	36	32	32	50	52
Number of students tested	59	60	72	56	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	3	4	7	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	93	86	81	100	100
Advanced Academic Performance	21	18	15	47	50
Number of students tested	28	22	26	19	16
2. Students receiving Special Education					
Satisfactory Academic Performance and above	82	82	82	100	100
Advanced Academic Performance	18	18	27	25	25
Number of students tested	11	11	11	12	4
3. English Language Learner Students					
Satisfactory Academic Performance and above	67	75	67	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	3	4	3	3	3
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	94	86	87	100	100
Advanced Academic Performance	31	33	33	40	45
Number of students tested	16	21	15	25	11
5. African- American Students					
Satisfactory Academic	75	100	67	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	50	0	22	75	67
Number of students tested	4	3	9	4	3
6. Asian Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	17	33	30	50	33
Number of students tested	6	9	10	4	6
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	94	100	100
Advanced Academic Performance	43	36	39	55	56
Number of students tested	28	25	31	20	27
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.