

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 Mrs. Diana A Salinas

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

Official School Name F.J. Scott Elementary School

(As it should appear in the official records)

School Mailing Address 800 P.F.C. Angel J. Moreno Street P. O. Box 187

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

City Roma State TX Zip Code+4 (9 digits total) 78584-0187

County Starr County State School Code Number* 214903103

Telephone 956-849-1175 Fax 956-849-3650

Web site/URL http://fjs.romaisd.com E-mail dsalinas5@romaisd.com

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. Carlos Guzman E-mail: cguzman@romaisd.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Roma Independent School District Tel. 956-849-1377

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 Mrs. Leticia Garza-Galvan
(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):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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. 9 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	39	34	73
K	55	40	95
1	44	35	79
2	56	41	97
3	54	52	106
4	38	42	80
5	42	38	80
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	328	282	610

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 100 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0 % White
 - 0 % 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: 8%

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	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1	542
(5) Total transferred students in row (3) divided by total students in row (4)	0.076
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 88 %
476 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 89 %
 Total number students who qualify: 493

Information for Public Schools Only - Data Provided by the State

The state has reported that 89 % 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: 1 %
24 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>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>1</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	3
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	16
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 20:1

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	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 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: F. J. Scott Elementary is committed to teaching all students in a safe, secure, student-centered climate so that they may strive to reach their highest potential.

PART III – SUMMARY

F.J. Scott Elementary is located in Roma, Texas. Founded in 1765, Roma is a small city in South Texas located right along the Texas-Mexico border. It serves as a port of entry between the United States and Mexico. Because of its rich history and historical structures, Roma is considered a National Historical Landmark. The U.S. Census Bureau indicates the city's population at approximately 9,900, average family income under \$17,000.00, 45.3% of residents living at or below poverty level, and only 10% of the population with a bachelor's degree. Approximately 95% of the population is of Hispanic heritage, and therefore; the predominant language in this area is Spanish. Community members demonstrate pride, unity, an avid willingness to help others, and a resilient determination to see their children succeed.

Roma ISD currently serves 6,490 students in grades Pre-Kindergarten-12th. It is comprised of 10 campuses including six elementary schools, two middle schools, one high school and one alternative learning center.

F. J. Scott Elementary, the first elementary school in Roma ISD, opened its doors on March 3, 1957 and was named in honor of the first woman superintendent of the Roma Schools. Mrs. Florence Johnson Scott was an absolute advocate for students for over 30 years and is remembered for focusing on the educational needs of all students. F. J. Scott carries on Mrs. Scott's legacy of educational excellence for all. This commitment is reaffirmed in the campus vision, "At F. J. Scott, we will work together as a learning community to provide the necessary framework that will ensure the success of all students while preparing them to be college and career ready." F. J. Scott is a Title I campus with an enrollment of 609 students in grades Pre-Kindergarten–5th. The student population is 100% Hispanic, 89% Economically Disadvantaged, and 89% English Language Learners (ELL). Proximity to the border and the current violence in Mexico have contributed to an increase in the ELL population.

Research indicates a significant correlation between a student's economic status and academic achievement. At F. J. Scott, demographic factors will not hold students back. The campus philosophy of "High Expectations, No Excuses" pertains to all students and is readily embraced by the entire school community. Demographic factors are considered mere challenges rather than obstacles. They help maintain focus on student learning and guarantee the educational needs of all students are met. A determining element that sets F. J. Scott apart and has brought about high levels of success for all student populations has been the fusing together of the entire school community: "One Family, One Goal-Student Achievement, No Excuses."

Because student engagement is an integral part of academic achievement, motivational activities are planned throughout the school year. A campus tradition that has truly stimulated student learning is the Accelerated Reader Kick-Off held each school year with the help of the entire school community. The fundamental goal is to inspire a love for reading in all students. This promotes growth in literacy and critical thinking skills and encourages active parental involvement which is greatly valued by the school.

Nurturing the affective domain and developing academic growth are equally important at F. J. Scott. Consequently, character building, leadership and cultural awareness activities are organized to ensure students become keen problem solvers, caring and well-rounded individuals, prepared to be great leaders of the 21st century.

Teacher effectiveness significantly impacts student achievement, therefore; building teacher capacity is top priority. Professional Development is based on identified campus needs. Weekly Professional Learning Community (PLC) Sessions are "non-negotiable" and directly focused on student learning: Clarity on "what" students must learn; assessing for learning, planning intervention/enrichment strategies, implementation of strategies, and continuous monitoring.

Teamwork and commitment have led this campus to high levels of academic recognition for nine consecutive years based on state assessment results. F. J. Scott obtained Recognized Campus Ratings in 2006 and 2007, as well as Gold Performance Acknowledgments in 2006-2011. Exemplary Ratings in 2008–2011, and Title I Part A School Distinguished Performance Recognition in 2008-2012 followed. In 2009 the campus was granted the Just for Kids Award for Reading Achievement. In 2011, the Texas Business and

Education Coalition (TBEC) presented F. J. Scott with one of the most prestigious awards a Texas school can receive, TBEC Honor Roll School. A new state assessment with greater rigor and depth was introduced in 2012. Upholding a pursuit for student excellence, F. J. Scott obtained a “Met Standard Rating,” Academic Achievement in Reading/ELA and Mathematics, and Top 25% Student Progress Distinctions, as well as Title I Part A State Distinguished School in 2013. “Met Standard” High Performance and High Progress School Ratings, as well as Academic Achievement in Reading/ELA, Mathematics, and Science, Top 25% Student Progress, Top 25% Performance Gaps, and Post-Secondary Readiness Distinctions followed in 2014.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at F. J. Scott is based on the Texas Essential Knowledge and Skills (TEKS). These standards are used to guide instruction and clarify what students should know and be able to do per grade level and subject area. The English Language Proficiency Standards (ELPs), College and Career Readiness Standards (CCRS), Technology Standards, and the Texas Performance Standards Project (TPSP) are incorporated into the curriculum to ensure quality instruction for all students. Academic Vocabulary and Essential Questions are included per subject and grade level to ensure comprehension and enable student success.

Campus Teams analyze curriculum timelines each six-week period. Student expectations are “unpacked” by content, context, and level of rigor to ensure teacher clarity. Lesson plans, instructional delivery, and assessments are reflective of the timelines.

Instructional decisions are based on teacher observation, SuccessMaker and TexasSuccess Reports, and Local/State Assessment Data. Differentiated instruction is expected to guarantee that individual student needs are met. Intervention/Enrichment Support systems that allow for individualized or small group instruction in all subject areas include: Expressways to Reading Lab (Dyslexia), Resource Assistance, Extended Day Tutorials, Saturday Camps, TexasSuccess-Think Through Math and Istation, SuccessMaker and the Response to Intervention (RTI) Approach.

The Reading curriculum focuses on developing fluent readers that can analyze, make connections, and understand a wide variety of literary and informational texts. A balanced literacy approach is implemented because it consists of a combination of strategies that are beneficial to all students: Read Aloud, Guided Reading, Shared Reading, Independent Reading, and Word Study. A 90 minute period is allotted for reading instruction to allow students and teachers enough time for differentiated instruction and grouping activities.

In (Pre-K-2), emphasis is placed on Beginning Reading Skills: Print Awareness, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These are targeted daily to foster growth. In (3-5), instruction builds upon previously acquired skills and targets comprehension and analysis skills across genres and in a variety of texts. Explicit focus on reading fluency, vocabulary development, and comprehension has contributed to positive gains on the Texas Primary Reading Inventory (TPRI), Texas English Language Proficiency Assessment System (TELPAS), and State of Texas Assessment of Academic Readiness (STAAR) scores. Initiatives to promote reading include: AR Program, Reading Club, eBooks, Literacy Celebrations, and Story Book Theater.

Writing curriculum is directed at enabling students to compose a variety of written texts with clarity, organization and detail. In (Pre-K-2), students participate in writing activities that emphasize guided, shared, and independent writing. Journal writing and Daily Oral Language (DOL) activities take place every day. Targeted areas include: sentence structure, punctuation, capitalization, sequential order, and spelling. Curriculum for (3-5) targets the Readiness and Supporting Standards: composition, revising and editing. To guarantee ample writing opportunities, students engage in writing activities throughout content areas on a daily basis. Personal narrative and expository writing are emphasized. Writing Rubrics are used to monitor student progress.

Math curriculum focuses on developing foundational skills, procedural fluency, and the ability to use math and problem solving skills in everyday life. Foundational skills are developed through spiraling, manipulatives, chants, speed drills, centers and problem solving strategies. Targeted areas include: Number Sense and Operations, Algebraic Reasoning, Geometry, Measurement, Data Analysis, and Personal Financial Literacy. Process Standards are embedded in every lesson to foster mathematical understanding.

Science curriculum focuses on developing an understanding of the scientific process and concepts of science. Areas of focus are Matter and Energy, Force, Motion and Energy, Earth and Space, and Organisms

and Environments. Process Standards are integrated into all science lessons to foster the use of science as inquiry. The 5E Instructional Model, along with an array of motivational activities, are used by all grade levels. A fully equipped science lab is available to ensure student exposure to hands on experiments. A campus created web page allows students to access vocabulary, games, and links that enhance science skills from home.

Social Studies instruction focuses on developing social studies concepts and empowering students to become responsible citizens that demonstrate respect for the country and its citizens and appreciate cultural differences. Areas of focus are History, Geography, Economics, Government, Citizenship, Culture, and Science, Technology and Society. Concepts are reinforced through projects, field trips, guest speakers, cultural celebrations and the use of social studies tools.

The campus Pre-K curriculum originates from the Pre-K guidelines targeting the following Domains: Social- Emotional, Language and Communication, Emergent Literacy-Reading and Writing, Mathematics, Science, Social Studies, Physical Development, Fine-Arts, and Technology. The direct correlation to the (K-3) TEKS provides students with a strong foundation and promotes school readiness. These guidelines function as building blocks for skills students must master in the upper grades. Pre-K Assessments are used to monitor student growth in the areas of academic performance, and physical and personal development. This enables early identification of students experiencing difficulty. Early intervention allows for student success in the upper grades.

2. Other Curriculum Areas:

The Fine Arts curriculum at F. J. Scott Elementary is based on the Texas Essential Knowledge and Skills (TEKS). This includes Art, Music and Theatre Concepts. The main objective is providing students with instructional activities that will enhance creativity, freedom of expression, appreciation of culture, arts and music, and promote reflective and critical thinking skills. Students in grades (PreK-5) are exposed to the Fine Arts curriculum. Art instruction enriches students' creativity, critical thinking skills and the ability to express themselves. The Art curriculum calls for students to be exposed to a variety of art techniques and experiences. Art is integrated in the content areas. Students are encouraged to use molding clay, pencils, finger paints, tempera, wax colors, etc. to create a variety of projects.

Students in grades (4-5) are encouraged to participate in Art Smart. This event is part of the University Interscholastic League (UIL) Program. It involves the study of paintings and pictures. Students study the history, artist name, title, and art elements of art selections. Campus initiatives include Art Walks and Art Contests.

The use of music in the classroom is highly encouraged. Music is used by classroom teachers to engage and motivate students. Many content area concepts are taught through songs and chants that use a variety of rhythms, repetitions and beats. During cultural awareness activities, students are exposed to different styles of music to promote appreciation of diverse cultures.

Dance is an extracurricular activity that is used to promote student learning. Dance fosters learning by enhancing self-confidence, team building, leadership, creativity and comprehension skills. Campus initiatives include encouraging and showcasing student participation in local talent shows, F. J. Scott Choir, F. J. Scott All -Stars (3-5), Jr. All- Stars (1-2), and the Mini All- Stars (PreK-K) Dance teams.

Participation in Theatre Arts helps promote positive character building, leadership, communication, and comprehension skills. Students in grades (PreK-5) engage in a variety of role- playing activities. These activities promote learning in a fun and motivational manner. Campus initiatives include: Veteran's Day and Christmas Program Presentations.

The P.E/Health/ Nutrition Program at F. J. Scott Elementary follows the state standards. The goal is to promote social development and physical activity, and an overall healthy lifestyle. Students are taught that healthy behaviors result in healthy adults. Students in grades (Pre-K –5) attend physical education classes

daily. Time allotted for P.E. ranges from 30-45 minutes. The physical education coach also promotes academics and reinforces concepts taught in class while kids are engaged in physical activities.

The campus participates in Fuel Up to Play 60. This organization emphasizes fitness and healthy eating. As part of the program requirements, the coach is asked to submit a variety of activities that will take place on campus promoting physical fitness and health. F. J. Scott has been acknowledged as a Fuel Up to Play 60 School from 2011-2015.

Studies indicate a direct correlation between physical fitness and academic achievement. Students in grades (3-5) are assessed with Fitness Gram. Students prepare for this assessment as they do for any other content area test. Results are provided to the school and parents as well. Campus Initiatives include: F. J. Scott Relay Day, Walk for Diabetes, Jump Rope for Heart, Volleyball and Basketball Tournaments, Health Awareness Week, and Cross Country Competitions.

The Technology curriculum is based on the TEKS. Technology strands are incorporated into the curriculum in all content areas and as separate lessons in the library through the use of Destiny. Focus is placed on developing creativity, communication, collaboration, research skills, digital citizenship, and technology operation and concepts. All (PreK-K) classrooms have been provided with iPads as part of a Reading Initiative. Students engage in developing power-point presentations, internet research activities, keyboarding, and online assessments to develop their technology skills. They have access to computers and the internet in the classroom as well as in the computer labs and library. Students also enhance technology skills through their own student directed television broadcast - Knights TV. Campus Initiatives include the purchase of Nooks, exploration of virtual environments, simulations models, and eBooks. Kids are also exposed to Signage access in the library. Students in grades (PreK-5th) are exposed to the campus technology curriculum.

3. Instructional Methods and Interventions:

F. J. Scott is committed to meeting the educational needs of all students by promoting high levels of learning for all. Research based instructional strategies are implemented to meet individual student needs. Teachers work collaboratively to discuss effective strategies that have led students to achieve high levels of learning. These range from one to one instruction for students with the greatest need of assistance, to cooperative learning, to self-directed learning, for students that are achieving at higher levels. Being that all classrooms are equipped with document cameras, computers, and Smart Boards, the use of technology has proven to be effective amongst all student groups. Tablets, iPads, and Nooks, are also available in the library for student use. Teachers can access interactive lessons and activities that actively engage all learners, stimulate thinking, build comprehension, and help them acquire success. The SuccessMaker Lab provides students with individualized instruction in Reading, Math, Science and Language Development.

Students experiencing difficulty are provided with additional time and support for success. They continue to be held accountable for the same standards with the same high expectations. Differentiation occurs during instructional delivery. Effective and differentiated instruction is not “more of the same.”

Instructional decisions are based on student data derived from teacher observation, assessment data, progress reports, and computer scores using the RTI Model. Students demonstrating difficulty are placed on Tiers depending on their level of need. Tier I students receive enhanced instruction that benefits all students in general. Tier II students receive targeted skill instruction. Supplemental, small group interventions are provided. Time allotments range from 20-40 minutes a day, 4-5 times a week. Tier III students receive individual interventions that are delivered with an increase in intensity and duration. These may usually result in referrals to dyslexia, 504, or Special Education.

ELL students are extended language support within the classroom and provided with explicit vocabulary instruction with an emphasis on academic vocabulary. They are provided with meaningful instruction, examples and visual support including word walls and picture dictionaries. Cooperative grouping strategies are also used to provide students with the opportunity to interact with other students.

Instructional strategies used to enhance student learning include: Immediate/Direct Feedback, Games, Comprehension Strategies, Graphic Organizers, Read Naturally, Choral/Paired/Silent Reading, Buddy Reading, Tutorials, and Hands-on-Real Life learning opportunities.

Intervention systems require effective communication among all stakeholders. They must be directive, precise, and systematic and allow for continuous monitoring of progress.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The entire school community embraces a commitment to educational excellence for all students. All students have the potential to be successful if provided with high expectations, effective instruction, time, support and ample opportunities to practice and experience success. This is one factor that contributes to high scores in Reading and Math among all student groups.

A study of state assessment data for grades (3-5) from 2009-2010 (TAKS) through 2013-2014 (STAAR) shows minimal differences between the levels of success acquired by the All student group in comparison with other subgroups in both Reading and Math. All groups are averaging above 90% in both areas except subgroups: Economically Disadvantaged (ED), Special Education (SE), English Language Learners (ELL), and Hispanic. The student population for 2009-2014 is 100% Hispanic for the exception of 1 white student in 2012.

(TAKS 2009-2010) Differences become more apparent in Commended Performance Levels. In the All student group 25% -54% of students are scoring at or above the Commended Level in both areas. Gaps ranging from 1% - 8% are identified among ED and ELL subgroups when comparing Commended Performance Levels.

(STAAR 2013-2014) In the All student group 20% -58% of students are scoring at or above the Advanced Academic Performance Level in both areas. Differences between subgroups become more apparent at this level. Gaps ranging from 1% - 16 % are identified among ED and ELL subgroups when comparing Advanced Academic Performance Levels.

Other factors contributing to high scores in Reading and Math: Teacher Clarity on TEKS in terms of content, context and rigor, data-driven instruction, targeted tutorials/resource/Saturday camps based on identified weaknesses, and deep alignment between the written/taught/tested.

ELL, ED, and SE students are being allotted more time, experiences, field trips, explicit vocabulary instruction, computer software programs, differentiated instruction, maximizing instructional time and targeted tutorials in efforts to close the gap among subgroups.

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

F. J. Scott is a data-driven campus. Data analysis enables teachers to make appropriate instructional decisions. Teachers discuss weekly observations, computer reports and assessment results in PLC sessions and submit these results to campus administrators for monitoring of student progress. Immediate feedback is provided and communicated to parents.

Texas Primary Reading Inventory (TPRI) Scores guide instruction and measure student progress. The TPRI is administered three times a year to (K-2) students to monitor growth. TPRI Reports identify students at risk of reading difficulties and provide detailed information on skills not mastered. Targeted intervention are planned based on TPRI Data. Results are communicated to parents via conferences and letters.

Local assessment data is reported through the Data Management for Assessment and Curriculum System (DMAC). Assessment results are analyzed by subject, campus, grade level, class and demographic group. Teachers meet with campus administrators to discuss results. These reports identify questions and student expectations giving students the most trouble and track student performance. Identified questions are flagged and thoroughly analyzed to determine the problem. Students scoring 90+% are recognized. Students scoring below 70+%, are identified and grouped accordingly for intervention. Student strengths, weaknesses, and class trends are identified. DMAC data helps teachers make necessary adjustments on timelines and assessments, and plan instruction and interventions accordingly. Parent/teacher/administrator

conferences are set up to discuss student results, progress and plans for growth. Parents of students scoring at 90+% are also contacted and student efforts are celebrated.

Campus scores and gains are reported and compared at the district level during school board meetings. Performance categories are used to clarify student results to stakeholders: Level I- Unsatisfactory Performance, Level II- Satisfactory Performance, Level III-Advanced Academic Performance. This helps the community better understand state test scores and the level of performance required of students on STAAR.

Part VI School Support

1. School Climate/Culture

The campus culture can be summed up by the following sayings posted in the entrance: "Together Everyone Achieves More," "In This School, We don't do EASY, We make easy happen through hard work and LEARNING, "We do learning, We do mistakes, We do laughter, We do respect, We do happiness, We do dreams, We do peace, We do growing, We do working hard, We do sharing, WE DO FAMILY." These words are intended to be embraced by all while instilling a sense of safety, nurturing and belonging.

Social and emotional development impacts student achievement. Character building activities are implemented throughout the year to foster social and emotional growth. These help instill: self-confidence, empathy, leadership skills, respect, and responsibility. Students participate in aiding worthy causes and charitable organizations as well as in Anti-Bullying, Drug-Free, and Pay Kindness Forward Campaigns.

Commitment, passion, willingness to go above and beyond, unity, and a continuous drive to improve has allowed this campus to soar to great heights. Building teacher capacity "Seeking treasure" in each individual teacher through PLCs has fostered professional growth and support, and has also enhanced teacher effectiveness. This team has become one "family" with one goal in mind, "Student Excellence." "Whatever it takes, the students at F. J. Scott are worth it." This mindset has greatly impacted student achievement. Because of this and so much more, teachers are greatly valued and celebrated at F. J. Scott.

High levels of motivation are characteristic of F. J. Scott. Each year is initiated by launching a theme to motivate the entire school community. This message is used throughout the school. It is used on memos, classroom decorations, and banners to promote learning. T-shirts are also ordered for everyone to wear on Wednesdays. This promotes teambuilding, motivates students, and communicates the school message to the community enhancing school/community relations. This year's theme is "Learners Today, Leaders Tomorrow."

The AR Kick-Off is another activity implemented to motivate the community and promote reading. Staff members and students dress up and participate in a rally held in the cafeteria. Teachers are transformed into storybook characters, movie stars, chefs, clowns, super heroes, etc. Students become motivated to excel when they recognize their teachers care and are willing to go above and beyond for them. This definitely promotes a love for reading and enhances parental involvement.

This campus believes a positive and nurturing environment leads to high levels of success for all.

2. Engaging Families and Community

Parents and community members play an integral role in the school community. Both parents and community members are great contributors to the school's success. This is conveyed in the campus philosophy on parent and community involvement. "Together, we make the ordinary, Extraordinary." The campus works diligently to establish a welcoming environment for parents and community members to encourage a strong partnership with both groups. Working collaboratively as a school community positively impacts student success.

Parents are urged to become active participants in their child's education. Communication is key, so maintaining parents abreast about the school's happenings is highly emphasized. Immediate feedback on student progress is provided. Information is conveyed via, letters, phone calls, conferences, home-visits, Home/School Connection handouts, campus web-page, parent portal, and social media networks.

Parents are invited to attend monthly training sessions on campus. These sessions inform parents on different topics including: Instructional Strategies and Techniques, Special Programs, School Policies, Testing, Finances/ Tax Preparation, Health and Wellness, and other topics intended to enhance their skills and those of their children.

Both parents and community members are encouraged to take part in campus committees and activities. These include: Language Proficiency Assessment Committee (LPAC), District-Wide Educational Improvement Committee (DEIC), and the Migrant Committee. Parent/Community participation as well as their input are greatly valued. Parents are also invited to become volunteers on campus. A Parental Involvement Center is made available for their use. Parent Volunteers provide much needed help on a daily basis.

Numerous activities that foster positive relationships are held throughout the year. A Welcome Back to School Bash allows parents and community members to visit and learn about the school. Meet the Teacher Night is scheduled to provide parents the opportunity to learn about yearly expectations and discuss possible concerns. The AR Kick- Off, Grandparent's Day Celebration, Literacy Night Bingo, and the Read Across America Celebration, are hosted by the school librarian. The objective is to build family literacy and instill a love for reading by inviting parents and the community to visit the library, share their stories, and read to the children. Award Assemblies are scheduled twice a year to celebrate and share student success with parents and the community. UIL Events, Fall and Spring Fests, McTeacher Night and Career Day, also foster parent/community involvement. These activities promote an authentic partnership between the school, parents, and the community.

3. Professional Development

The fundamental purpose of schools is to ensure high levels of teaching and learning. With that in mind, it is important to consider what factors impact student learning the most. Research indicates that teacher effectiveness highly impacts student achievement. Therefore, building teacher capacity must be top priority. Professional Development at F. J. Scott is primarily based on the campus needs assessment and campus data.

Professional Learning Community Sessions (PLC) play a big role in staff development. PLC Sessions are held weekly and are "non-negotiable." PLC's promote a deep focus on learning, build a collaborative culture, and focus on results. They improve teacher effectiveness and ensure high levels of student learning. PLC's focus on 4 critical questions: 1) Are teachers clear on what students must learn? 2) Are students learning? 3) How do we know? 4) What are we doing to help those that are struggling/high achievers? The Master Teacher Series is incorporated into the PLC's. These weekly lessons allow for reflection. Topics include: Planning, Classroom Environment, Instruction, Assessment, and Professional Responsibility.

The Region Educational Service Center also assists the campus with professional development. Teachers and administrators participate in these sessions on location or via scheduled TETN Sessions. Topics include: Instructional Strategies, Assessment, ELL and Special Education Updates.

The ability to use technology in the classroom has become imperative in education. Technology training is provided to team leaders by district personnel. This team in turn trains all staff members.

Keeping abreast on curriculum updates is critical to student learning. The implementation of new math standards was one of the main challenges for the campus. Professional Development through GPS Math, Eduligence, and Gayle Fuller was scheduled to provide a thorough analysis of the new TEKS and help build clarity. Analyzing of TEKS continues to be an ongoing process on campus.

Clarity on the Response to Intervention Process and Differentiated Instruction have also been targeted through Professional Development. Campus administrators and Team Leaders have facilitated this through ongoing training sessions.

Professional Development sessions are provided In-House to promote and improve overall effectiveness in the classroom. Campus administrators facilitate these sessions. Topics include: Characteristics of Highly Effective Teachers, Goal Setting/ SMART Goal Model, Clarity on Instruction/Unpacking of TEKS-Content/Context/Cognitive Complexity, Alignment of Written/Taught/ Tested, Data Analysis Process,

Using Data for Instructional Decisions, Vertical Alignment, Effective Monitoring, RTI Process, Differentiated Instruction, and Test Design.

Building teacher capacity ensures student exposure to the most optimal learning opportunities.

4. School Leadership

The leadership team at F. J. Scott Elementary includes the principal, assistant principal, facilitator, and counselor. Working collaboratively, this team's goal is to ascertain high levels of learning and excellence for all, "No Excuses." The administrative team undertakes the responsibility of promoting and ensuring a positive, safe, nurturing, and orderly environment that is conducive to learning for all stakeholders. Providing the necessary time, opportunity and resources essential for high levels of student learning and team building are priorities.

The principal's primary role is to serve as the learning leader of the campus. Therefore, the principal must "Walk the Talk." Being a model of continuous learning and instilling a thirst for knowledge promotes life-long learning. As the learning leader it is important to gauge student learning and teacher effectiveness. In collaboration with the assistant principal, student growth and teacher effectiveness are actively monitored. Immediate feedback is provided.

The principal also holds the responsibility of being the primary advocate for all students. This entails ensuring that students' academic, physical, and emotional needs are met. Together with the school counselor, all efforts are made to identify students who may be experiencing difficulties in any one of these areas. The counselor offers individualized and group support to students. The counselor also helps the principal maintain an open line of communication between the school, parents, and the community.

The leadership team embraces the responsibility of building teacher capacity. Ongoing professional development and growth are highly emphasized. Maintaining staff members informed and up to date on effective instructional strategies, policy changes or changes in curriculum is essential.

The leadership team focuses on ongoing student improvement while sustaining a positive campus culture. Empowering others to lead brings a sense of accomplishment to administrators. Team Leaders serve as a perfect example. The principal and assistant principal meet with this Leadership Team on a weekly basis in preparation for PLC discussions. Information discussed is disseminated to grade level teams during PLC sessions. The principal and assistant each engage in different grade level PLC's every week and provide constructive feedback. PLC's are data driven based on a deep focus on what students must learn, building collaboration and using results to guide instruction. Topics discussed include: Problems, Solutions, Effective Teaching Strategies, Alignment, Questioning Techniques, Rigor, and Monitoring. Adjustments on lesson plans or assessments are approved by campus administration and updated if necessary.

The success of this campus is attributed to a powerful sense of TEAM.

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>2014</u>
Publisher: <u>TEA 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	92	96	98	93
Advanced Academic Performance	28	20	29	31	27
Number of students tested	87	71	84	80	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	1	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	95	92	96	97	92
Advanced Academic Performance	27	18	30	28	26
Number of students tested	75	61	74	69	85
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	33	100	100	100
Advanced Academic Performance	0	0	0	50	0
Number of students tested	1	3	2	2	3
3. English Language Learner Students					
Satisfactory Academic Performance and above	95	93	96	97	92
Advanced Academic Performance	27	21	26	30	24
Number of students tested	79	68	81	79	86
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	95	92	96	98	93
Advanced Academic Performance	28	20	29	31	27
Number of students tested	87	71	84	80	95

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
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					
Advanced Academic Performance					
Number of students tested					
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: The Texas Assessment of Knowledge and Skills (TAKS) was administered in 2009-2011. The TAKS consisted of “Met Standard” for students passing and “Commended” for students performing at a 90% or higher.

In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR) replaced TAKS. STAAR is intended to measure success in the current grade level as well as preparedness for the next. The STAAR test increased in length and rigor to better prepare students to be college and career ready.

The state implemented a set of Phase-In Standards to determine student levels. Currently (2014-15) students continue to be held accountable for Phase-In I (2012-13). Student performance is identified by the following levels: STAAR Level I- indicates student demonstrates Unsatisfactory Performance, STAAR Level II- indicates the student demonstrates Satisfactory Performance, STAAR Level III-indicates the student demonstrates Advanced Academic Performance.

Both TAKS M and STAAR M are alternative grade level assessments based on modified academic standards and are designed for students who meet participation requirements and are receiving Special Education Services. To determine eligibility, the Admissions, Review, and Dismissal (ARD) Committee will consider the student’s IEP and their Present Level of Academic Achievement and Functional Performance (PLAAFP). STAAR M replaced TAKS M in spring 2012. However, STAAR M will no longer be administered. The U.S. Department of Education determined that assessments intended for special education students based on modified standards will not count toward accountability after the 2013-2014 school year.

The percentage of students administered alternative assessments exceeds 2% due to a higher number of special education students enrolled and meeting participation requirements as reflected on the eligibility form and IEP. The campus is currently working on addressing the needs of all students to minimize the number of students requiring Special Education services.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR/TAKS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>TEA 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	98	96	96
Advanced Academic Performance	53	44	36	43	54
Number of students tested	77	79	79	105	78
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	1	1	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	94	93	99	96	96
Advanced Academic Performance	51	41	31	36	51
Number of students tested	69	68	68	91	70
2. Students receiving Special Education					
Satisfactory Academic Performance and above	50	100	100	100	67
Advanced Academic Performance	0	0	0	40	11
Number of students tested	2	1	1	5	9
3. English Language Learner Students					
Satisfactory Academic Performance and above	94	92	99	96	96
Advanced Academic Performance	47	30	36	42	53
Number of students tested	64	60	78	95	75
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	95	94	99	96	96
Advanced Academic Performance	53	44	36	43	54
Number of students tested	77	79	78	105	78
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
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		
Advanced Academic Performance			100		
Number of students tested			1		
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: The Texas Assessment of Knowledge and Skills (TAKS) was administered in 2009-2011. The TAKS consisted of “Met Standard” for students passing and “Commended” for students performing at a 90% or higher.

In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR) replaced TAKS. STAAR is intended to measure success in the current grade level as well as preparedness for the next. The STAAR test increased in length and rigor to better prepare students to be college and career ready.

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The percentage of students administered alternative assessments exceeds 2% due to a higher number of special education students enrolled and meeting participation requirements as reflected on the eligibility form and IEP. The campus is currently working on addressing the needs of all students to minimize the number of students requiring Special Education services.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR/TAKS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>TEA 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	100	92	99	99
Advanced Academic Performance	58	46	32	49	46
Number of students tested	72	83	105	75	71
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	4	11	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	98	100	91	99	99
Advanced Academic Performance	57	42	27	47	46
Number of students tested	61	71	91	70	68
2. Students receiving Special Education					
Satisfactory Academic Performance and above		100	100	89	100
Advanced Academic Performance		0	20	33	0
Number of students tested	0	2	5	9	2
3. English Language Learner Students					
Satisfactory Academic Performance and above	98	100	92	99	98
Advanced Academic Performance	45	35	30	48	39
Number of students tested	49	63	92	73	59
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	99	100	92	99	99
Advanced Academic Performance	58	46	32	49	46
Number of students tested	72	83	105	75	71
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
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					
Advanced Academic Performance					
Number of students tested					
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: The Texas Assessment of Knowledge and Skills (TAKS) was administered in 2009-2011. The TAKS consisted of “Met Standard” for students passing and “Commended” for students performing at a 90% or higher.

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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>2014</u>
Publisher: <u>TEA 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	96	87
Advanced Academic Performance	26	27	36	32	26
Number of students tested	87	70	81	78	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	1	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	95	93	94	96	86
Advanced Academic Performance	27	20	35	24	22
Number of students tested	75	60	71	67	85
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	67	100	100	100
Advanced Academic Performance	100	0	0	0	0
Number of students tested	1	3	2	2	3
3. English Language Learner Students					
Satisfactory Academic Performance and above	95	94	95	96	87
Advanced Academic Performance	22	27	33	31	24
Number of students tested	79	67	78	77	86
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	95	94	95	96	87
Advanced Academic Performance	26	27	36	32	26
Number of students tested	87	70	81	8	95
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
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					
Advanced Academic Performance					
Number of students tested					
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					

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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>2014</u>
Publisher: <u>TEA 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	99	97	96	87	94
Advanced Academic Performance	49	42	35	37	26
Number of students tested	73	76	78	103	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	3	0	12
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	98	97	96	87	93
Advanced Academic Performance	46	38	30	29	23
Number of students tested	65	66	67	89	69
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	100	60	89
Advanced Academic Performance	0	0	0	0	22
Number of students tested	2	1	2	5	9
3. English Language Learner Students					
Satisfactory Academic Performance and above	98	96	96	87	93
Advanced Academic Performance	42	28	34	35	27
Number of students tested	60	57	77	93	74
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	99	97	96	87	94
Advanced Academic Performance	49	42	35	37	26
Number of students tested	73	76	78	103	77
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
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					
Advanced Academic Performance					
Number of students tested					
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: The Texas Assessment of Knowledge and Skills (TAKS) was administered in 2009-2011. The TAKS consisted of “Met Standard” for students passing and “Commended” for students performing at a 90% or higher.

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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>2014</u>
Publisher: <u>TEA 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	99	94	92	99	100
Advanced Academic Performance	37	38	30	43	37
Number of students tested	71	82	105	75	71
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	4	11	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	98	93	91	99	100
Advanced Academic Performance	33	31	24	40	35
Number of students tested	60	70	91	70	68
2. Students receiving Special Education					
Satisfactory Academic Performance and above		100	100	100	100
Advanced Academic Performance		0	20	22	0
Number of students tested	0	2	5	9	2
3. English Language Learner Students					
Satisfactory Academic Performance and above	98	92	91	99	100
Advanced Academic Performance	21	24	28	44	29
Number of students tested	48	62	92	73	59
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	99	94	92	99	100
Advanced Academic Performance	37	38	30	43	37
Number of students tested	71	82	105	75	71
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
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					
Advanced Academic Performance					
Number of students tested					
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: The Texas Assessment of Knowledge and Skills (TAKS) was administered in 2009-2011. The TAKS consisted of “Met Standard” for students passing and “Commended” for students performing at a 90% or higher.

In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR) replaced TAKS. STAAR is intended to measure success in the current grade level as well as preparedness for the next. The STAAR test increased in length and rigor to better prepare students to be college and career ready.

The state implemented a set of Phase-In Standards to determine student levels. Currently (2014-15) students continue to be held accountable for Phase-In I (2012-13). Student performance is identified by the following levels: STAAR Level I- indicates student demonstrates Unsatisfactory Performance, STAAR Level II- indicates the student demonstrates Satisfactory Performance, STAAR Level III- indicates the student demonstrates Advanced Academic Performance.

Both TAKS M and STAAR M are alternative grade level assessments based on modified academic standards and are designed for students who meet participation requirements and are receiving Special Education Services. To determine eligibility, the Admissions, Review, and Dismissal (ARD) Committee will consider the student’s IEP and their Present Level of Academic Achievement and Functional Performance (PLAAFP). STAAR M replaced TAKS M in spring 2012. However, STAAR M will no longer be administered. The U.S. Department of Education determined that assessments intended for special education students based on modified standards will not count toward accountability after the 2013-2014 school year.

The percentage of students administered alternative assessments exceeds 2% due to a higher number of special education students enrolled and meeting participation requirements as reflected on the eligibility form and IEP. The campus is currently working on addressing the needs of all students to minimize the number of students requiring Special Education services.