

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Kathrine M. Stewart

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

Official School Name Grandview Elementary School

(As it should appear in the official records)

School Mailing Address 301 Zebra Parkway P. O. Box 310

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

City Grandview State TX Zip Code+4 (9 digits total) 76050-0310

County Johnson County State School Code Number\* 126-904-102

Telephone 817-866-2473 Fax 817-866-2452

Web site/URL http://www.gvisd.org/elementary E-mail kstewart@gvisd.org

Twitter Handle @GVElemannounce Facebook Page Grandview Google+ \_\_\_\_\_

Elementary - Announcements

YouTube/URL \_\_\_\_\_

www.youtube.com/gvisd 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. Joe Perrin E-mail: jperrin@gvisd.org

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

District Name Grandview Independent School District Tel. 817-866-2450

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. Clint Ishmael

(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**

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**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

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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):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 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. 4 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	18	12	30
K	41	32	73
1	48	26	74
2	24	33	57
3	52	30	82
4	42	41	83
5	43	36	79
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
<b>Total Students</b>	268	210	478

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 17 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 78 % White
  - 1 % Two or more races
  - 100 % Total**

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

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	480
(5) Total transferred students in row (3) divided by total students in row (4)	0.058
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 7%  
32 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 41%  
 Total number students who qualify: 197

**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: 10 %  
47 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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

<b>Post-Secondary Status</b>	
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: Grandview Elementary provides a nurturing environment for positive self-esteem; rich, varied experiences in curricular learning; and cooperative link between home, school, and community.

## **PART III – SUMMARY**

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“Every day, everywhere, every moment Zebras Care!” is the motto of Grandview Elementary. We share with our community the responsibility for the education of all students. At Grandview Elementary we see our mission and philosophy as providing a nurturing environment for positive self-esteem; creating rich, varied experiences in curricular learning that accommodate different learning styles; building a cooperative link between home, school, and community, recognizing the unique rural community which we serve. Grandview Elementary students are encouraged and given the opportunity and support to achieve their greatest potential through the establishment of high expectations. Grandview Elementary embodies this mission daily through innovative teaching and learning practices including targeted interventions for all students. The continued success of Grandview Elementary is measured through local testing, benchmarks and state assessments.

Grandview is at the junction of U.S. Highway 81 and Interstate Highway 35 West about 20 miles south of Fort Worth. Settlement of the community occurred in 1850 when J. F. Scurlock opened a general store. By 1860 a town site began with a two-story building that housed the Masonic Lodge and the school. The railroad entered the picture bringing the population up to 500 by 1890. In 1890 the first bank opened and residents voted to incorporate. The Grandview Collegiate Institute opened in 1897 and well over 30 businesses built in Grandview. Tragedy occurred in 1920 with a fire that destroyed 100 homes. Grandview residents never gave up and have produced a thriving community with a population over 1590 and a rural population that is equal.

As a Title 1 school, Grandview Elementary faces many challenges. We currently serve 482 students in pre-k through fifth grade, 40.87% of whom are economically disadvantaged. Our demographics include 19.29% at risk students, 9.34% students with disabilities, 5.81% with 504 plans, 6.7% English Language Learners, 3.94% gifted and talented, and 1% homeless. Our attendance rate is 97.75%. Key strategies that help our students overcome challenges and develop academically, emotionally, physically, and culturally include after school tutorials with bus transportation, a full day pre-kindergarten (pre-k) program, a reading specialist trained in dyslexia and response to intervention, a mentor program along with a high quality music curriculum and jump rope team.

Grandview Elementary was built in 1970. As Grandview grew, a new intermediate building housing third through fifth grade opened its doors in 2003. At Christmas of 2011, Grandview Elementary and Intermediate combined once again in a new state of the art building. As a Title 1 Reward School, Grandview Elementary has earned many academic honors. Our staff has presented at national, state and regional conferences. Other academic honors Grandview earned include: (1) Met Standards on State Assessment in 2013 and 2014; (2) Academic Achievement in Math and Science, Top 25% student progress, closing performance gaps, and post secondary readiness in 2014; and (3) Academic Achievement in Reading/ELA, Math, and Top 25% student progress in 2013.

Grandview Elementary is a well-rounded campus in many areas. Rich in tradition, our Elementary University Interscholastic League academic teams have been successful for over 25 years. This success allows our students to excel beyond the classroom walls in STEM, arts, and music. Leadership opportunities are provided by active participation in our Zebras Care Committee, mentoring program, Superintendent Student Advisory Committee, ZZ Skippers national jump rope and demonstration team, and our Zebra Strings violins. Reading in all grades tops our list of priorities. Our school library is open weekly during the summer for all students and families. Bluebonnet, Read Across Texas, and Genre reading reward programs lasso our students into reading while our community gets involved by purchasing t-shirts, meals and books. Community involvement for our Back to School Fair includes all churches, professional businesses, and the Lions Club. It offers free eye screenings and school supplies for all district students. Elementary Parent Teacher Organization (PTO) brings our community together at the Fall Festival to raise monies to fund improvements to our campus. The local businesses get involved in the school by assisting with our Most Valuable Zebra Awards (MVZ) each six weeks. They provide breakfast for parents as well as winning students. Exxon Mobil awards our science department each year with a grant to purchase new supplies for the classroom. Sean Cain’s book "Fundamental Five" and Jon Gordon’s " The Energy Bus",

"No Complaining Rule", and "Training Camp" are book studies that the school has engaged in to unify the staff and revitalize our teaching styles in the classroom. "Amazing Grace" fills the hallways of Grandview Elementary every morning as our violinists practice. We feel very blessed to live in our rural area with such strong community support.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Grandview Elementary curriculum is student driven, seeking the materials that can lead students to success. Our school strives to meet the needs of our students, parents, and community by utilizing a collaborative learning environment. Texas uses the Texas Essential Knowledge and Skills (TEKS) as a foundation for instruction. Staff collaboration during team meetings is used to dissect the TEKS based curriculum and determine the supplemental material necessary to enhance learning and cultivate student growth. The staff provides continuity throughout the campus using the foundational and supplemental materials from pre-k through fifth grade thus adding the spiraling support needed for success. Pre-k and kindergarten are self-contained classrooms going to physical education (PE) and music 30 minutes each day. First grade through fourth grade are in teams teaching reading/ELA and social studies in one two and a half hour block and math/science in another block. Reading and math are taught a minimum of 90 minutes daily in kindergarten through fourth grade. Fifth grade is departmentalized with instructors teaching in areas of specialty and have 75 minute blocks for all subject areas. Each grade has a 30 minute PE and 30 minute music block each day.

The TEKS are the school's core curriculum integrated into a variety of instructional programs. In reading/language arts, all genre of literature are taught using a balanced literacy as well as phonics based approach. Literature is introduced through read-alouds, shared reading, small group instruction, and guided reading. We strive to develop strong readers that thoroughly understand the conventions of the English language. Writing is emphasized in kindergarten through fourth grade through the use of journaling and writing wizardry approach. The fifth grade emphasizes a project based writing curriculum.

Math instruction begins with a concrete hands-on lesson that spiral lays the framework to understand numbers and equations. Teachers make lessons relevant to real-world applications by utilizing diverse strategies. The science instruction is hands-on and inquiry/research based. Teachers use a variety of materials to cover earth, life and physical science. Science labs are available for multi-sensory projects to experience models of instruction. Social studies curriculum is taught using a technology program as well as weekly newspapers. The TEKS are imbedded into these programs that use hands on, group, teacher led, and project based learning. Vertical alignment as well as year at a glance curriculum framework is achieved through our regional service center model of instruction. Virtual field trips and distance learning are used to integrate the past and present together.

A universal screener is used three times a year to evaluate students in computation and calculation in math and comprehension and fluency in reading. Online testing for reading comprehension is also used to set goals for an accelerated reading program. The data gained by these instruments in addition to locally developed tests and teacher observation is carefully disaggregated and used to determine what materials will best support individual student instruction. Students performing below grade level receive additional small group and/or tutorial time with the teacher to improve reading, science, social studies, and math skills. Technology programs are also used during class time to improve academic skill levels of lower performing students. Students who are above grade level participate in computer activities that challenge and extend the learning process in the core subjects. Peer tutoring for higher performing students in small groups allows teaching from a different approach while providing higher level thinking. Critical thinking and literacy skills are nurtured and developed in our core subject classrooms and reinforced in reading and social studies classes. Collaboratively, teachers work to help students develop a deeper understanding of the content offered in other subject areas. All classrooms have SMART Boards, document cameras, iPads or iPad carts and one to four computers. The campus has two computer labs with 24 computers. Technology TEKS are taught by the classroom teacher through project based learning. Each class does keyboarding skills one day a week for 30 minutes. Online programs enhance the curriculum and self-motivate the students to achieve through technology. All English as Second Language (ESL) students have iPads available for use in the classroom. Pre-K program: Our teachers use the state adopted curriculum that is based on the Texas State Pre-K Guidelines and is high quality and developmentally appropriate. The Pre-K Guidelines are vertically aligned to the TEKS which ensures alignment of early childhood and kindergarten through grade three

academic standards. Our pre-k curriculum provides students experiences that are based on real life activities. Universal screener results and teacher observations indicate school readiness for students who have completed the pre-k curriculum specifically for our English Language Learners along with our economically disadvantaged students.

## **2. Other Curriculum Areas:**

Technology is not just a class at Grandview Elementary, but an integrated part of our core curriculum offered to all students in pre-k through fifth. Instructors use their once a week scheduled time in the computer lab to teach technology TEKS (Texas Essential Knowledge and Skills) through project driven learning. Once a project is assigned, students use technology to research, design, publish and display their ideas. Technology is not limited to the lab. Pre-k through second grade have six iPads in each class while third, fourth and fifth have an iPad cart for each grade level. These additional iPads are used in the classroom to continue the work begun in the tech lab through connecting to eTextbooks and to reinforce our reading curriculum.

Grandview Elementary recognizes the critical role of elementary music education in the development of the whole child. The music curriculum is TEKS based and comprises a program of singing, listening and moving to music in pre-k through second grade. The 30 minute classes include the four strands of the Music TEKS – perception, creative expression/performance, historical and cultural heritage, and critical evaluation. These students identify the difference in the singing and speaking voice; use music terminology to explain sounds and performances; identify instruments; and read, write, and expand their vocabulary through the art of music. Our goals in the music department include developing the ability to read music, use the notation and terminology of music accurately, analyze and describe music, all in accordance with TEKS. Grandview Elementary provides the Zebra Strings violin orchestra to all third, fourth, and fifth grade students. This program is TEKS based and provides each student a sense of accomplishment while enhancing their overall intellectual development. These students also receive the four Music TEKS strands as in the pre-k through second grades. The Zebra Strings comprises on a daily basis playing instruments, composing and improvising music through class time. In addition to the TEKS based curriculum used on a daily basis, these students perform in the community while learning self-discipline and team working skills.

Just as music enhances our campus atmosphere, so does the physical education department. PE provides a needed physical outlet for pre-k through fifth grade students in a safe, positive environment. To reinforce the social development of TEKS, PE students work on proactive problem solving and cognitive skills while being encouraged to participate, make mistakes, and celebrate their successes and defeats as a team. To help the students understand the benefits of daily involvement in physical activity, our school hosts a fun run for all the students and staff. Participation in the Jump Rope for Heart program makes our students aware of how regular physical activities strengthen our body. Our PE instructor connects good health to physical activity using a variety of sports and movements in a 30 minute session to address all skills in the TEKS while having fun playing physical games. The Grandview Elementary ZZ Skippers, a nationally recognized jump rope and demonstration team, is an additional program that our school sponsors to all interested students. This program allows students to explore a sport beyond Jump Rope for Heart. Beginning in first grade, students may become a member. These students practice each week and perform at local basketball games and parades. ZZ Skippers is more than just a physical activity; it connects mental, social and emotional growth through leadership and teamwork. These students travel to schools in the area teaching and performing, adding self-esteem to each participant. The students participate yearly at the Texas State Physical Education Conference as a Jump Rope for Heart Demonstration Team where their expertise is shared across the state. The students have competed across the United States as well Africa and Australia achieving national and world championships. Read Across Texas, Genre Reading and Bluebonnet Reading programs highlight our third, fourth, and fifth grade reading curriculum. Students are challenged to read above daily classroom materials to build comprehension and develop a love of reading. As a motivation to increase basic levels of achievement, various reward trips and award winning books are bestowed upon the students when individual goals are met.

### **3. Instructional Methods and Interventions:**

The success of Grandview Elementary stems from the variety of instructional methods utilized by the classroom teachers. Teachers strive to provide instruction that addresses the needs of each individual student. Data driven decisions are reached after students are evaluated through universal screeners, benchmark tests, teacher observations, and progress monitoring. These decisions determine the level of intervention necessary to help each student be most successful. Grandview Elementary utilizes the Response to Intervention (RtI) process to target the needs of students to ensure their success. Tier 1 intervention is provided in the classroom and is appropriate for all students. The classroom teachers as well as the interventionist on campus provide tier 2 and 3 instruction and strategies during small group interactions. Teachers work with small groups to provide supplementary, intensive intervention for these students using the following instructional methods and techniques: multi-sensory instruction, student preferred learning styles, auditory materials, kinesthetic and tactile methods. Students identified as dyslexic receive instruction from the regular classroom teachers who have received professional development on working with dyslexic students. These students also receive small group intensive pull-out instruction with the above mentioned methods from the dyslexia coordinator for the campus. Students identified as gifted and talented (GT) work with a GT teacher each week. This teacher provides enriching lessons and projects for these students through problem solving activities and research/current event assignments. Students who are monitored through special education have specific individualized educational plans (IEP). These plans identify the appropriate modifications and accommodations. Classroom teachers work closely with the special education teacher to determine lessons for these students when in the regular classroom. Teachers of students with a 504 plan follow the accommodations determined by the 504 Committee to help provide the appropriate support for students. English Language Learners have full access to devices that provide programs for additional support in their language acquisition skills. The ELL teacher on campus also assists these students through pull-out small group reinforcing reading, spelling and phonics skills. Vocabulary is reinforced through picture word walls and content based learning. These instructional methods help build BICS in addition to CALPS simultaneously. Grandview Elementary offers after school tutorials to provide additional support for struggling students. The district provides transportation for the students to get home, thus allowing for more students to benefit from this extra time with teachers.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The assessment program in the state of Texas consists of annual assessments administered in the spring of each school year. The Texas Assessment of Knowledge and Skills (TAKS) was given from 2009-2011 and in 2011 transitioned to the State of Texas Assessment of Academic Readiness (STAAR). The results from 2009-2010 until present 2013-2014 show a steady pattern of improvement. The transition year was a year of uncertainty and inconsistent scores for two reasons: uncertainty over what to expect in the new tests and the move to a new campus mid year that combined two schools into one. The next year the scores rose to what was expected in the 90% range. Several major factors in the last five years have contributed to consistent math and reading scores. Bi-weekly grade level meetings are more intentional and data driven, while addressing the TEKS focusing on student performance. SAT (student assistance team) meetings are also held to discuss at-risk students and formulate a plan for targeted instruction that leads to success. The teachers who are leading instruction in the tested areas have remained on campus for several years and have the knowledge and skills to prepare the students for mastery at high levels. With the recent increase in our Hispanic population, we have observed a small variance between the percentage of all students and the Hispanic subgroup meeting standards. Although there is not a 10% variance, we have immediately addressed these concerns by involving the service center and an ELL consultant to focus on bridging these gaps, who is working closely with classroom teachers and students to model appropriate ELL support strategies such as utilizing manipulatives, improving vocabulary, and validating existing instructional techniques. An emphasis on family involvement and support at home are also important factors as we work to support our ELL students with parent curriculum nights.

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

Grandview Elementary uses specific assessment materials for students' kindergarten through fifth grade. A universal screener is given to each student in fall, winter and spring resulting in graphs of all math and reading outcomes for the previous and current year. An online reading assessment uses comprehension skills to show grade appropriate reading levels. Benchmark tests are given to third, fourth, and fifth graders two times a year in reading, math, and writing in fourth grade and science in fifth grade. An intervention reading program is given to students to visually see five different areas of concern including comprehension, word analysis, text fluency, vocabulary, and reading showing areas to target first for progress. All the above results in addition to teacher observation and locally developed assessments are compiled, graphed, and brought to team and parent meetings to discuss growth or concerns if necessary. As a Title I campus, all parents have a parent/teacher meeting by November to discuss the current levels and any concerns at this time. Discussions from this meeting will drive classroom instruction and possible tutorials or pullout instruction utilizing supplemental materials for math and science. An intervention program and an online reading program compliment classroom instruction by reinforcing specific areas in reading. Our parents are informed about the progress of students by individual student report cards sent home every six weeks, progress reports every three weeks, end of year STAAR data reports and phone/individual conferences. The community is made aware of progress through our district website, open school board and district site based committee meetings. In addition to providing state reports, data is broken down and presented in user friendly formats to aid in understanding. The whole process is a team effort. The principal, teacher, dyslexia specialist and parent come together to make decisions based on student needs remembering each child is an individual.

## **Part VI School Support**

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### **1. School Climate/Culture**

Students are supported and inspired by the staff and leadership of the campus. Grandview Elementary students strive to be “Caught Red Handed”. This program inspires a giving and helping attitude toward others focusing on social and emotional growth. Students are encouraged to reach out to help everyone feel safe and secure. This giving and helping attitude exemplifies the culture of Grandview Elementary. Students are motivated to achieve each six-weeks the Most Valuable Zebra (MVZ) Award. These students are honored for their dedication to their academics as well as a positive attitude toward others. Students at the elementary are also part of a committee entitled Zebras Care, which is a district wide initiative to help develop successful service oriented community members. It also builds strong character as well as promoting good manners and social skills. Grandview Elementary has developed a mentoring program that reaches out to students at-risk both socially and academically. Students are motivated academically by several strategies campus wide. One on one conference with teachers encourages students to continually strive to reach new goals. Students have the opportunity to attend reading reward field trips by reaching individualized reading goals. When students reach academic milestones, they receive a positive referral to the office. The administrator will compliment and encourage the student and notify parents of the good news. The teachers and staff at Grandview Elementary feel valued and supported through a collaborative environment. This is shown through the high retention rate of the teachers at the elementary. Teachers have been with the campus for an average of ten years. Educators are encouraged to discuss problems as well as solutions with the principal. This is evidenced by the administrator’s open door policy. Teacher surveys are collected and utilized to make campus decisions. Teachers have an important part in the curriculum decisions that are made to ensure students success. Educationalists are treated to luncheons each six-week period as well as birthday celebrations with students in the morning assembly showing their value as a professional from administration. A “jean pass” is a highly coveted benefit as are the Sonic fountain drinks that appear from time to time. Staff works as a group to create the annual 12-Days of Christmas. The school district shows their support to teachers with a longevity stipend each year. The culture at Grandview Elementary is positive, caring and success driven towards students as well as the staff.

### **2. Engaging Families and Community**

Grandview Elementary is part of a small, rural, tight-knit community. The supportive relationship between the school and the community has a major effect on the success of the school. Grandview Elementary strives to make information accessible to all parents by providing information in English and Spanish. Parents and other visitors of the elementary are greeted daily by a bilingual receptionist. Parents have access to the school grade book that allows parents to monitor their child’s academic progress. The district also provides notifications through an automated phone system that will notify parents of important district updates. All notifications are also posted on the campus and district websites as well as grade level and campus Facebook and Twitter pages. Many teachers send a weekly newsletter home to parents to keep them informed of the activities. Maintaining this communication with parents has been instrumental to our student success. Grandview Elementary begins the year with a Meet the Teacher night for students and parents. This helps to alleviate some of the back to school fears and begins to establish a trusting relationship between parents, teachers and students. The elementary also begins the year with a Title 1 parent meeting to help parents understand the expectations of the coming year and allows parents a time to ask questions or voice concerns. Grandview Elementary works with businesses, churches, Lions Club and other organizations to provide a Back to School Fair for the community. Students are given school supplies as well as provided with dental exams, vision exams and free haircuts. One local church provides families in need with nutritious, child-friendly foods for the weekend through Back Packs for Kids program. The elementary holds an annual can food drive for local families in need. The Grandview Parent Teacher Organization along with classroom parents sponsors a Fall Festival for the elementary campus. This brings families to the school for fellowship and fun. Funds raised at the festival are then used at the elementary to purchase materials for classroom improvement to help drive student success. Grandview Elementary offers many opportunities for families and members of the community to be involved with the school. Our campus reaches out to the families by way of Donuts for Dad, Muffins for Mom, Grandparents Day, PE rhythms program, book fairs, violin concerts, Science Fair, Living Museum, and the Jingle Bell Run. The

elementary sponsors a Veteran's Day program and invites veterans from the community to attend as honored guests.

### **3. Professional Development**

Professional development begins very differently at Grandview Elementary with a school theme, song, and a staff created video. This allows our staff to spend time building the camaraderie that is needed for a successful school environment. We have had this ritual for three years, and it is a highly anticipated event with the staff. "Fundamental Five" by Sean Cain and Jon Gordon's series starting with "The Energy Bus" have led the focus of our campus for the past few years. Cain energizes teachers to look at their daily classroom procedures and focuses on integrating five easy but effective ways to enhance classroom instruction. Gordon urges the staff to look deep inside themselves and find that desire to be the best they can be. As part of our Campus Improvement Plan, all staff members continue to be offered professional development opportunities. The district encourages staff members to lead these TEKS focused sessions during in-service meetings at the beginning of the school as well as mid-year. We believe that our staff knows what is best for our school and for the students they serve allowing for very specific and effective material. During our team meetings, which occur every three weeks, experts are brought in to share knowledge in specific areas such as ELL, special education, and GT. Our regional service center is another excellent source of staff development. Administration highly encourages teachers to attend professional development in our areas of need as determined by the campus needs assessment. Surveys are completed at the end of each school year determining the needs of the teachers so that effective summer professional development is given to the entire district but remains campus driven. As previously mentioned, a challenge facing Grandview Elementary is closing the gap between all students and our Hispanic subgroup. A consultant is currently working in groups, team meetings, and one-on-one with staff to address this area of concern for our ELL students. These strategies will be implemented and evaluated campus wide through teacher observation and local test. Professional development is not just data driven but student driven. Student successes or concerns are taken to heart, discussed and addressed continuously. Data in addition to professional development is vital to the whole campus to seek the ultimate goal of student success.

### **4. School Leadership**

A leader working hand in hand with staff is a way of life at Grandview Elementary. School leadership at Grandview Elementary is based on a collaborative philosophy with the principal and assistant principal as the primary instructional leaders ensuring that teachers and paraprofessionals are well equipped with necessary tools and knowledge for student and teacher success. Both administrators make it a priority to be in the classrooms observing instruction, talking with teachers, encouraging students, challenging teachers, and discussing struggles and successes. Administrators lead the campus by promoting a positive campus culture and environment. With an open door policy in place, problem solving between administrators and teachers occurs quickly allowing for continuous instruction in the classroom. The counselor and dyslexia specialist are both leaders in the areas of 504, RtI process, testing coordination, and assistance in classroom accommodations. The dyslexia specialist is in every 504 and grade level meeting assisting teachers with what is needed to be classroom ready for students with any disability or educational need. The school counselor meets with each classroom every week to discuss topics such as bullying, character building, and self-esteem. The principal, assistant principal and grade level leaders spearhead the hiring process. Grandview Elementary has a low percentage of turnovers in staff. A large percentage of paraprofessionals are teacher certified allowing for quick absorption into the teaching ranks when needed. Student leadership is enhanced through our Zebras Care Program. Students focus on character, integrity, honesty, and effort. The Student Advisory Committee, driven by our school superintendent, is another leadership opportunity for our students. ZZ Skippers, Zebra Strings, and Junior FFA also give our students the chance to be ambassadors for Grandview Elementary. Leadership decisions focusing on policies, programs, relationships and resources are made based on their direct impact on student achievement. Grade level chairmen, site-based decision making committee, and weekly grade level meetings allow teachers and staff to have input on what works best for our students. Jon Gordon uses a quote in the book "The Energy Bus" from Mother Teresa that says, "I can do things that you cannot. You can do things that I cannot. Together we can do great things." We at Grandview Elementary believe that together we lead our students to success not only in academics but in life.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	91	90	60	91	97
Advanced Academic Performance	23	33	11	40	53
Number of students tested	81	68	81	70	77
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	1	2	11	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	89	86	45	85	98
Advanced Academic Performance	7	24	6	27	43
Number of students tested	27	29	33	33	40
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	60	83	86	67	80
Advanced Academic Performance	20	33	0	0	0
Number of students tested	5	6	7	9	5
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	75	42	100	92
Advanced Academic Performance	15	0	0	14	58
Number of students tested	13	4	12	7	12

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>5. African- American Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	87	90	67	95	98
Advanced Academic Performance	25	37	11	46	55
Number of students tested	63	60	63	59	62
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

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

**NOTES:** For the school years of 2009-2010, 2010-2011, and 2011-2012, Grandview Elementary was Pre-K through second grade and Grandview Intermediate was third through fifth grade. Mid year of the 2011-2012 school year the two campuses were combined but kept separate for state accountability because of snapshot date. In 2012-13 Grandview Elementary became one campus for state accountability. Each campus had approximately 250 students between 2009 and 2011 attributing to lower sub groups in most categories. Beginning in 2012 school year the student numbers rose to approximately 480 students changing again our sub group numbers. Also, for the 2011-12 school year, TEA changed accountability tests and standards. The TAKS was replaced by the STAAR. The TAKS test consisted of “Met Standard” which were the students who passed, and “Commended” which were students who performed at a higher level set by TEA/Pearson. The STAAR test consisted of Level II which were the students who passed, and Level III which were the students who performed at a higher level set by TEA/Pearson.

Both TAKS-M (Modified) and STAAR-M (Modified) are alternative grade-level assessments based on modified academic achievement standards designed for students who meet participation requirements and who are receiving special education services. To meet criteria for the STAAR-M, the ARD Committee must answer yes to three participation requirements: (1) the present level of academic achievement and functional performance (PLAAFP) statements to conclude that the student is multiple years behind and will not progress at the same rate and level of rigor as their non-disabled peers, (2) the student's IEP contains standard-based goals indicating the modified content the student requires to access the grade-level or course curriculum, and (3) the student requires direct and intensive instruction to acquire, maintain, and transfer skills to other contexts. The TEA developed STAAR-Alt (Alternative) which is designed to assess students in grades 3-12 who have significant cognitive disabilities and are receiving special education. To meet criteria for the STAAR-Alt, the ARD Committee must answer yes to five participation requirements: (1) the student has a significant cognitive disability, (2) the student requires specialized supports to access the grade-level curriculum and environment, (3) the student requires intensive, individualized instruction in a variety of instructional settings, (4) the student accesses and participates in the grade-level TEKS through prerequisite skills, and (5) the student primarily demonstrates knowledge and skills through performance tasks.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	99	98	94	100	100
Advanced Academic Performance	53	52	33	69	66
Number of students tested	73	83	70	74	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	7	7	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	96	94	93	100	100
Advanced Academic Performance	43	34	14	57	55
Number of students tested	28	35	28	37	38
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	80	88	67	100	100
Advanced Academic Performance	40	38	8	17	43
Number of students tested	5	8	12	6	7
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	25	33	0	54	60
Number of students tested	4	12	7	13	10
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	97	95	97	100	100
Advanced Academic Performance	55	57	38	73	70
Number of students tested	65	65	60	60	59
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
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:** For the school years of 2009-2010, 2010-2011, and 2011-2012, Grandview Elementary was Pre-K through second grade and Grandview Intermediate was third through fifth grade. Mid year of the 2011-2012 school year the two campuses were combined but kept separate for state accountability because of snapshot date. In 2012-13 Grandview Elementary became one campus for state accountability. Each campus had approximately 250 students between 2009 and 2011 attributing to lower sub groups in most categories. Beginning in 2012 school year the student numbers rose to approximately 480 students changing again our sub group numbers. Also, for the 2011-12 school year, TEA changed accountability tests and standards. The TAKS was replaced by the STAAR. The TAKS test consisted of “Met Standard” which were the students who passed, and “Commended” which were students who performed at a higher level set by TEA/Pearson. The STAAR test consisted of Level II which were the students who passed, and Level III which were the students who performed at a higher level set by TEA/Pearson.

Both TAKS-M (Modified) and STAAR-M (Modified) are alternative grade-level assessments based on modified academic achievement standards designed for students who meet participation requirements and who are receiving special education services. To meet criteria for the STAAR-M, the ARD Committee must answer yes to three participation requirements: (1) the present level of academic achievement and functional performance (PLAAFP) statements to conclude that the student is multiple years behind and will not progress at the same rate and level of rigor as their non-disabled peers, (2) the student's IEP contains standard-based goals indicating the modified content the student requires to access the grade-level or course curriculum, and (3) the student requires direct and intensive instruction to acquire, maintain, and transfer skills to other contexts. The TEA developed STAAR-Alt (Alternative) which is designed to assess students in grades 3-12 who have significant cognitive disabilities and are receiving special education. To meet criteria for the STAAR-Alt, the ARD Committee must answer yes to five participation requirements: (1) the student has a significant cognitive disability, (2) the student requires specialized supports to access the grade-level curriculum and environment, (3) the student requires intensive, individualized instruction in a variety of instructional settings, (4) the student accesses and participates in the grade-level TEKS through prerequisite skills, and (5) the student primarily demonstrates knowledge and skills through performance tasks.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	100	99	98	100	98
Advanced Academic Performance	34	51	44	57	70
Number of students tested	83	67	81	81	79
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	4	4	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	96	100	100	100
Advanced Academic Performance	27	30	30	50	61
Number of students tested	30	27	30	38	33
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	86	83	100	100
Advanced Academic Performance	14	0	0	14	50
Number of students tested	7	7	6	7	6
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	36	33	46	57	80
Number of students tested	14	6	13	14	15
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	98	97	100	100
Advanced Academic Performance	33	55	45	57	73
Number of students tested	64	58	67	60	60
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
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:** For the school years of 2009-2010, 2010-2011, and 2011-2012, Grandview Elementary was Pre-K through second grade and Grandview Intermediate was third through fifth grade. Mid year of the 2011-2012 school year the two campuses were combined but kept separate for state accountability because of snapshot date. In 2012-13 Grandview Elementary became one campus for state accountability. Each campus had approximately 250 students between 2009 and 2011 attributing to lower sub groups in most categories. Beginning in 2012 school year the student numbers rose to approximately 480 students changing again our sub group numbers. Also, for the 2011-12 school year, TEA changed accountability tests and standards. The TAKS was replaced by the STAAR. The TAKS test consisted of “Met Standard” which were the students who passed, and “Commended” which were students who performed at a higher level set by TEA/Pearson. The STAAR test consisted of Level II which were the students who passed, and Level III which were the students who performed at a higher level set by TEA/Pearson.

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	91	96	85	93	97
Advanced Academic Performance	19	41	25	46	66
Number of students tested	81	68	81	70	77
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	1	2	11	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	85	97	91	94	98
Advanced Academic Performance	11	31	21	39	58
Number of students tested	27	29	33	33	40
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	40	83	71	56	80
Advanced Academic Performance	20	17	29	22	0
Number of students tested	5	6	7	9	5
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	92	100	92	100	100
Advanced Academic Performance	8	0	17	29	50
Number of students tested	13	4	12	7	12
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	89	95	84	93	97
Advanced Academic Performance	22	43	25	49	71
Number of students tested	63	60	63	59	62
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
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:** For the school years of 2009-2010, 2010-2011, and 2011-2012, Grandview Elementary was Pre-K through second grade and Grandview Intermediate was third through fifth grade. Mid year of the 2011-2012 school year the two campuses were combined but kept separate for state accountability because of snapshot date. In 2012-13 Grandview Elementary became one campus for state accountability. Each campus had approximately 250 students between 2009 and 2011 attributing to lower sub groups in most categories. Beginning in 2012 school year the student numbers rose to approximately 480 students changing again our sub group numbers. Also, for the 2011-12 school year, TEA changed accountability tests and standards. The TAKS was replaced by the STAAR. The TAKS test consisted of “Met Standard” which were the students who passed, and “Commended” which were students who performed at a higher level set by TEA/Pearson. The STAAR test consisted of Level II which were the students who passed, and Level III which were the students who performed at a higher level set by TEA/Pearson.

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**STATE CRITERION--REFERENCED TESTS**

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<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	97	90	83	97	94
Advanced Academic Performance	23	29	27	59	45
Number of students tested	73	83	70	74	76
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	6	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	96	83	71	97	92
Advanced Academic Performance	14	25	18	46	35
Number of students tested	28	35	28	37	37
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	80	63	42	83	71
Advanced Academic Performance	20	50	8	0	29
Number of students tested	5	8	12	6	7
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	75	71	100	100
Advanced Academic Performance	0	17	0	38	56
Number of students tested	4	12	7	13	9
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	95	92	88	97	95
Advanced Academic Performance	26	31	32	63	47
Number of students tested	65	65	60	60	57
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
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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Both TAKS-M (Modified) and STAAR-M (Modified) are alternative grade-level assessments based on modified academic achievement standards designed for students who meet participation requirements and who are receiving special education services. To meet criteria for the STAAR-M, the ARD Committee must answer yes to three participation requirements: (1) the present level of academic achievement and functional performance (PLAAFP) statements to conclude that the student is multiple years behind and will not progress at the same rate and level of rigor as their non-disabled peers, (2) the student's IEP contains standard-based goals indicating the modified content the student requires to access the grade-level or course curriculum, and (3) the student requires direct and intensive instruction to acquire, maintain, and transfer skills to other contexts. The TEA developed STAAR-Alt (Alternative) which is designed to assess students in grades 3-12 who have significant cognitive disabilities and are receiving special education. To meet criteria for the STAAR-Alt, the ARD Committee must answer yes to five participation requirements: (1) the student has a significant cognitive disability, (2) the student requires specialized supports to access the grade-level curriculum and environment, (3) the student requires intensive, individualized instruction in a variety of instructional settings, (4) the student accesses and participates in the grade-level TEKS through prerequisite skills, and (5) the student primarily demonstrates knowledge and skills through performance tasks.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	98	93	91	96	98
Advanced Academic Performance	28	31	21	46	37
Number of students tested	83	67	81	81	79
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	4	4	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	93	85	83	92	100
Advanced Academic Performance	27	11	10	26	21
Number of students tested	30	27	30	38	33
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	57	50	71	100
Advanced Academic Performance	0	14	0	14	0
Number of students tested	7	7	6	7	6
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	86	83	92	93	100
Advanced Academic Performance	21	0	15	14	27
Number of students tested	14	6	13	14	15
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	97	91	97	100
Advanced Academic Performance	28	36	22	55	43
Number of students tested	64	58	67	60	60
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
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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