

**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. Linda Noemi Rodriguez

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

Official School Name Olmito Elementary School

(As it should appear in the official records)

School Mailing Address 2500 Arroyo Boulevard

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

City Brownsville    State TX    Zip Code+4 (9 digits total) 78526-3032

County Cameron County    State School Code Number\* 031-906-108

Telephone 956-233-3950    Fax 956-350-8835

Web site/URL http://www.oes.lfcisd.net    E-mail lrodriguez@lfcisd.net

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mr. Gonzalo Salazar    E-mail: gsalazar@lfcisd.net

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

District Name Los Fresnos Consolidated Independent School District Tel. 956-254-5000

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. Darlene Pederson

(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):
- 9 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 14 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	34	28	62
<b>K</b>	46	46	92
<b>1</b>	47	44	91
<b>2</b>	51	52	103
<b>3</b>	33	42	75
<b>4</b>	44	46	90
<b>5</b>	49	41	90
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	304	299	603

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 98 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 1 % 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: 10%

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	38
(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)]	57
(4) Total number of students in the school as of October 1	566
(5) Total transferred students in row (3) divided by total students in row (4)	0.101
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 35 %  
214 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 60 %  
 Total number students who qualify: 372

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 56 % 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: 5 %  
28 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>4</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>7</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>1</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	30
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	17
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.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	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: Olmito will provide students a safe environment where different learning styles will be nurtured in order to teach them to think critically, work independently, participate collaboratively, communicate effectively, and act with integrity to become successful members of society.

## **PART III – SUMMARY**

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Olmito Elementary is one of fourteen schools in the Los Fresnos CISD, located in deep South Texas near the Mexico border. In August 2004, although construction was not quite complete, we opened our doors to approximately four hundred students. As a new school, staff and students from various campuses made efforts to bond as a new learning community. Bonding was supported by coming together to create our school song, grade level visions and a campus mission. Over the next few years we experienced rapid growth, over doubling in size before an additional campus was built in order to service some of this population. Currently we serve six hundred twenty students with an ethnic composition of 98% Hispanic, 1% White, and 1% other. Our student population is comprised of 60% free/reduced-priced meals, 39% identified At-Risk, 35% English language learners (ELLs), 6% served through special education, and 6% identified as Gifted and Talented.

As our student population settled, we turned our focus from building and logistics to academic progress. Although our academic progress was considered successful by most, we knew we could accomplish more. We concluded that without calculated instructional risk-taking we would get the same results. At the start of the 2008 school year, we recommitted to our goal of becoming an Exemplary campus in every way. We scrutinized our instructional practices, schedules, and special programs. We found time before school to offer additional instructional support to our students in need and allow student leadership clubs to work. These programs are still in practice today. For example, our fifth grade Ranger Club provides math and reading peer tutoring daily from 7:15 a.m. to 7:50 a.m for prekindergarten through second grade students. It is also during this time that our Breakfast Club Readers read to first and second graders in their classrooms. Science videos are shown during lunch to the large captive audience in the cafeteria in an effort to further develop vocabulary. With awareness and commitment, we have been able to maintain a standard of excellence, while continuously looking for areas of improvement.

All of our students are taught with the same intensity, expectation, and core curriculum. However, to meet the individual academic and social-emotional needs of our diverse learners we must differentiate instruction. Olmito provides individualized instructional plans for students through Response to Intervention, 504/Dyslexia, Special Education, and Gifted and Talented programs. We also provide a transitional early exit bilingual program for our ELL students who receive English instruction beginning in prekindergarten. These academic programs incorporate best practices to help students develop confidence to surpass their individual goals as identified on their individual plans.

High expectations and a rigorous curriculum continue to challenge our teachers to increase student progress and performance. In the process, our students are expected to master new content and skills aligned with state standards through the application of prior knowledge, differentiated instruction, and cross-content implementation. We collaboratively meet as a campus, grade levels and in vertical teams to review and adjust practices based on student needs and data. It is through these efforts that we strive for academic success for all students.

As a result of our rigorous curriculum and high expectations for all students, Olmito has received honors at both the state and national level. Under the Texas Education Agency (TEA) accountability rating system measured by the Texas Assessment of Knowledge and Skills (TAKS), we earned a Recognized designation from 2005 through 2008. As a result of diligence and hard work, we earned the highest designation, “Exemplary”, from 2009 through 2012. In 2013, the State of Texas Assessments of Academic Readiness (STAAR) replaced TAKS and in our first year we “Met Standard” in all areas and received three out of three distinction designations. In 2014, we “Met Standard” in all areas: Student Achievement in Reading/ELA, Mathematics and Science, Top 25% Student Progress, Top 25% Closing Performance Gaps and Postsecondary Readiness, earning the now possible 6 out of 6 distinction designations. Olmito has also been recognized by The National Center for Educational Achievements (NCEA) Just for Kids school award in 2009 and Texas Business and Education Coalition (TBEC) Honor Roll School award in 2011. This fall we were recognized by the Region One Education Service Center as a Title I “High Performing” and “High Progress” school. In 2011, Olmito competed and won the world-wide \$85,000 Interactive Classroom Technology Makeover competition sponsored by e-Instruction.

Our school mission is to “provide students a safe environment where different learning styles will be nurtured in order to teach them to think critically, work independently, participate collaboratively, communicate effectively, and act with integrity to become successful members of society.” The Olmito Elementary staff is committed to surpassing daily roles and responsibilities in order to fulfill our mission. Parents and community members support this mission through the Parent Teacher Association (PTA), local business sponsorships and by serving on campus committees. It is through these partnerships, a culture of high expectations and academic rigor that ensures the success of every student at Olmito Elementary.

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

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

Olmito Elementary bases instruction on the Texas Essential Knowledge and Skills (TEKS) standards. Our campus utilizes district-wide pacing guides that align the TEKS to state adoptions and supplemental resources including technology components. The English Language Proficiency Standards (ELPS) are incorporated across our curriculum to help address our population of English Language Learners and College and Career Readiness Standards (CCRS) help us maintain high performance standards through a rigorous curriculum for all students. We meet horizontally and vertically to monitor gaps and explore standards at a deeper level to maintain high academic expectations. These guides are used to design purposeful daily lessons utilizing appropriate resources to create our core curriculum. At the end of each year, these guides are revised by our teachers based on assessment data and teacher recommendations. The systematic approach to our core curriculum is the alignment of state TEKS, district pacing guides, and campus instruction.

Our students acquire foundational skills through instructional practices and skill-specific resources. Our English language arts and reading (ELAR) curriculum is supported by a combination of various research-based materials that further develop reading and writing skills. We utilize leveled readers and fluency probes from our state adoption and our writing program is multi-sensory based across all grade levels. Technology programs utilized in the classroom, library, and labs promote fluency, comprehension, and writing skills. It is our campus initiative to incorporate reading and writing standards across all content areas through the use of, but not limited to, Accelerated Reader, interactive journals, and exit tickets.

Our math curricular approach spirals our state standards throughout the year ensuring that the learning needs of all students are met. Resources used to supplement our core math vary from manipulatives, software programs, and graphic organizers used to help align and scaffold learning. Our students maintain an interactive math journal to help them transition concrete learning into abstract and is used as a self-made resource for homework. It is through the combination of curriculum, instruction, and monitoring of student progress that students are able to acquire foundational math skills.

Aside from traditional classroom instruction, we are privileged to have a Science Lab that students attend weekly. Lab activities and technology programs provide students the opportunity to access the aligned curriculum. Supplemental resources include student interactive journals that are used to record observations, compare facts, and compile detailed illustrations. Our morning announcements end with the “Science Word of the Day” challenge. This encourages classes to work together to further develop science vocabulary. Throughout the year, we schedule guest speakers and traveling exhibits to help reinforce classroom lessons and state standards.

State social studies standards are integrated across content areas; such as biographies in ELAR, timelines in Math, and innovations in the area of Science. We provide purposeful learning experiences in social studies to evoke classroom discussions about local, national, and global people/events that have made an impact in our community. Teachers plan for engaging and flexible lessons using primary and secondary sources that allow students to think critically and creatively to support self-directed project-based learning. Our mission is to help students build knowledge about social, economic, and cultural situations at an early age so that they can be active participants and leaders in our community.

To address student progress, our core curriculum and instructional practices are varied in order to provide for all students’ needs by way of intervention or enrichment. For example, intense tiered instruction is provided each day to close achievement gaps and ensure growth through Response to Intervention (RTI) practices. RTI practices may include monitoring fluency progress on a weekly basis for ELAR, guiding the use of manipulatives to help with number value in Math, decoding academic vocabulary for Science, and/or utilizing graphic sources such as maps to identify Texas land features in Social Studies. Our gifted and talented (GT) students participate in the district’s Discovery Program, a thematic project-based tier time, which addresses the needs of our high ability learners. As enrichment in the four core areas, our GT

students may participate in classroom plays for Reading and write poetry that is shared via intercom. They also combine Math and Science skills to create electric circuits and/or present information researched about world leaders to peers using power point presentations. Whether it is a struggling student serviced through RtI or a GT student engaged in enrichment activities, it is our fundamental belief that there is no greater resource than our classroom teachers.

Olmito Elementary offers an open enrollment, half-day prekindergarten (PK) program for 4 year olds. The state standards and adopted curriculum drive core instruction as well as overall school readiness. Our district pacing guides are vertically aligned to kindergarten and first grade state standards. Teachers use observational data as well as the Circle Phonological Awareness Language and Literacy System (C-PALLS) in order to provide targeted instruction to meet the needs of our students. Approximately 45% of entering students are Spanish speaking. PK provides students the opportunity to learn English in a bilingual setting during a ripe age for language acquisition. Our PK program participants are ready to enter the full-day kindergarten program with a solid bilingual foundation and basic school readiness. Teacher observation data indicates students who attend kindergarten with prior schooling such as PK, are better prepared in the areas of phonemic awareness, rote counting, and fine motor skills. This solid foundation provides students the capacity for success in future academic endeavors.

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

Educating the whole child is a team effort. Our fine arts, physical education, and library programs are an extension of the classroom and offer students multisensory opportunities to explore and expand on the learning that occurs through the core curriculum.

Music is taught according to the TEKS prescribed for each grade level from pre-kindergarten through fifth grade. Students participate in music class at least once a week for 45 minutes. The teacher models a love of learning and music through the use of cross-disciplinary studies. For example, math concepts are integrated into lessons when students are interpreting beat counts and musical measurements. Social studies concepts are taught through songs from different world cultures and regions (e.g. students examine the geographic regions on a digital map in order to help illustrate a song's or people's origins). Often, students will echo each other's rhythms and patterns, creating a sense of respect and enthusiasm for student-led musical initiatives, especially when drumming. Such activities aid in students' growth in personal self-confidence and leadership.

In addition to music class, students may participate in our school choir, Treble Makers. Every Friday they sing the school's alma mater, which was composed by Olmito Elementary's music teacher, and is taught to all students to instill school spirit and pride. The Treble Makers also lead spirit initiatives like the celebration of staff appreciation days which fosters a sense of school unity.

Physical education (P.E.) is another bridge to academic learning and provides opportunities to develop the physical and social-emotional aspects of every student. Kindergarten through fifth grade students attend P.E. for 45 minutes four times a week. Physical education is driven by TEKS to develop and meet students' physical and health needs. Needs are fostered through individual and group sporting activities and competitions. Core curriculum standards are embedded in P.E. activities. For example, State Tag consists of a student tagging and learning state capitals. Math facts and skip counting are incorporated into calisthenics. These integrated activities help reinforce core curriculum in a fun and different way. Through physical activity our students' physical, social, and emotional needs are developed, while strengthening our students' academic skills.

Extracurricular activities such as Girls on the Run and Speedy Paws (campus running club) promote physical fitness among students and staff. Students, parents, and staff participate in local 5K runs throughout the year. We recently adopted a health and wellness program, Coordinated Approach to Child Health (CATCH), which encourages a healthy life style related to food, exercise, and mental wellness. Our student clubs and CATCH encourage students to make better choices in school and at home.

At Olmito Elementary, we also strive to ensure that our students have the tools necessary to achieve success in the 21st century. Library lessons help achieve this goal by teaching students to use a variety of resources including those found online in order to answer everyday questions. All students attend library class once a week for 30 minutes. Students not only have the opportunity to hear the librarian model great fluency and articulation during story time, they also check out books at their reading level and interest. The librarian also aligns lessons to the core curriculum that affords our students more opportunities to learn. Students are encouraged to conduct research using a variety of online databases and word processing software to publish their own work. Our librarian extends a love for reading through technology-based programs. Although we do not offer an independent technology course, it is our librarian and classroom teachers that reinforce technology application state standards. The librarian sponsors several extracurricular programs that help encourage reading throughout the campus. Our Breakfast Club readers are a select group of third, fourth, and fifth grade students that read to lower grade classes before school each morning. The Accelerated Reader program rewards students for both the points they earn and the number words they accrue. Students who acquire a million words or more are admitted into the elite Millionaire's Club and are rewarded at the end of the year for their accomplishment.

Due to the geographical location of our campus and our students' unique linguistic ability to traverse two languages (English and Spanish), we take every opportunity to develop both social and academic vocabulary. These non-core areas contribute to this development by providing a non-threatening and entertaining learning environment where students feel free to take risks. Teachers work to ensure 100% student participation in all activities that nurture and support the development of the whole child.

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

Olmito has strategically scheduled the first hour each morning for instructional enrichment and intervention tier time. During this hour, all students have the opportunity to learn in an environment that is appropriate and are regrouped according to their individual plan or program needs. This hour is called Discovery Tier Time.

Discovery Tier Time services Gifted and Talented students using a curriculum designed to enrich state standards. Students are afforded the opportunity to work in mixed age groups, first through third graders and fourth through fifth graders. This grouping enhances both academic and social-emotional development. Discovery Tier Time embraces a project and technology based teaching approach which promotes leadership, cooperative learning, and stimulates thinking. The same curricular approach is used with our Kindergarten students; however, because students are identified in the spring, they are serviced within their grade level.

Students identified through Response to Intervention (RtI) receive services to meet the needs of their individualized instructional plans (IIPs). During small group tier time, teachers reteach using repetition and multi-sensory research based intervention strategies. We progress monitor every three weeks by assessing students using a universal screener and graphing their progress. Once teachers collect the necessary data for progress monitoring, each student folder is submitted to a member of the campus RtI committee for review. We then conduct RtI meetings every Friday in order to create new goals and/or track student academic growth. These meetings allow members of the committee to recommend instructional and intervention adjustments.

During this hour, students who are not identified for a specific intervention program, such as Discovery or RtI, participate in student led centers. Students independently rotate within the classroom to three or more cross content centers prepared by the classroom teacher. Centers focus on previously taught skills and promote student exploration of learning.

We recognize that, in order to provide students with the best education possible, we must create academic goals, implement appropriate interventions and enrichment, monitor student performance and adjust instruction in order to meet students' needs.

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

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

Under the TEA Accountability Rating System measured by TAKS, we earned a distinction of Exemplary in 2010 and 2011. In the spring of 2012, Texas replaced TAKS with STAAR and the campus carried over the 2011 rating of Exemplary. In 2013, Olmito “Met Standard” in the areas of Student Achievement in Reading/ELA and Mathematics, Top 25% Student Progress and Closing Performance Gaps earning three out of three distinction designations. The following year in 2014, Olmito also "Met Standard" in the areas of Student Achievement in Reading/ELA, Mathematics and Science, Top 25% Student Progress, Top 25% Closing Performance Gaps and Postsecondary Readiness, earning the now possible 6 out of 6 distinction designations. With fewer skills assessed and higher depth of knowledge questions, our students overall maintained high passing standards throughout the challenging transition of state assessments.

The performance trends over the last five years indicate that both reading and math scores were consistently higher than state passing standards. We also had significant yearly gains in the number of students reaching commended/advanced performance. We attribute these gains to teacher commitment to reaching every student through collaborative teacher meetings, careful planning, and adjusting instruction based on progress monitoring. Authentic student-centered learning replaced formatted instructional materials giving students an opportunity to engage in higher level thinking classroom discussions.

Similar to the rest of the state we experienced a slight decline during the TAKS/STAAR transition. We identified that our ELL sub-group was struggling to make the appropriate gains. Factors contributing to these struggles varied from lack of academic vocabulary acquisition to meet the rigors of a new assessment, a new state time limit of four hours, and limited allowable linguistic accommodations. In an effort to close performance gaps, we realigned academic vocabulary through vertical alignment meetings and reinforced the ELPS across content areas. To better serve this population, adjustments were made to teacher assignments in order to ensure that bilingual student/teacher ratios were appropriate for maximum instructional effectiveness.

In order to continue making significant gains, Olmito is committed to collaborating with one another and ensuring that curriculum is aligned both vertically and horizontally. Most importantly, we will continue to monitor individual student progress and analyze data to make informed educational decisions.

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

The use of assessments is imperative in aligning high expectations with quality teaching. Olmito uses formative and summative assessment data to guide instructional decisions. Following an assessment, time is allocated for grade level teams and administration to come together to desegregate data. We systematically and routinely use results to create a plan of action that will target all levels of achievement and motivate student performance; for example, data drives daily instruction and it provides eligibility criteria for academic programs. This process allows teachers to examine both their student outcomes as well as their pedagogy. The plan of action is implemented, reflected on, and then adjusted to meet the needs of our diverse learners.

The Circle Phonological Awareness Language and Literacy System (C-PALLS) assessment provides data on the social and emotional development as well as the development of skills in reading, math and science for our prekindergarten students. Kindergarten through second grade students are assessed using the Texas Primary Reading Inventory (TPRI) to measure reading skills and comprehension. We monitor the progress of our English Language Learners acquisition of the English language through the WoodCock-Munoz and Texas English Language Proficiency Assessment System (TELPAS). The State of Texas Assessments of Academic Readiness (STAAR) measures content level standards learned in grades third through fifth. Other assessments include locally developed district diagnostic assessments and campus created mini-marks to gauge progress toward student mastery and identify areas of need.

We communicate student assessment results on different levels. Administrators and teachers review individual scores with students and parents via conference and/or notification letters. Campus results are shared at school assemblies where results are compared to state, region, district, as well as prior year results. Our ability to effectively communicate Olmito's instructional outcomes with staff, parents, students and the community has been a contributing factor to our success. Together we celebrate our successes and commit to areas of focus for the future.

## **Part VI School Support**

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

What is at the foundation of Olmito's success? It is not by happenstance that our shared values and beliefs were established; but it was through purposeful planning and team consensus that our campus culture and climate were developed. As a team, we focused on determining how to provide the best support for our teachers and how to keep students engaged and motivated.

By keeping students and teachers at the forefront of all campus decisions, Olmito's culture clearly communicates routines and procedures, high academic and behavior expectations, and student/teacher leadership. We encourage and support our teachers to take on leadership roles through campus staff development presentations, school committees, and sponsoring after school programs. Our teachers also stay connected to former students as a means of support and motivation. Throughout the years, we have witnessed a positive academic and social-emotional transformation from our students. For instance, our teachers play a vital role in their social-emotional growth by helping them develop relationships with others, strengthening conflict resolution skills, and managing feelings and emotions. It is through established teacher-student relationships that our shared values and beliefs are reinforced.

Our school climate is influenced by our well-established culture. We work hard to provide a safe and supportive school climate that allows for positive relationships, engagement, and motivation. Olmito has and continues to recognize teachers by hosting appreciation days, providing "With Love" (monthly breakfast or lunch prepared by "Support Staff"), celebrating personal or professional accomplishments through "Something You Should Know" (e.g. receiving a Master's Degree), and by other random acts of kindness. We also promote a positive school climate for our students by hosting academic and cultural activities such as, science fair, parent literacy night, virtual/field trips, talent show, school plays and choir concerts.

In all, Olmito is not only committed to developing well rounded students, but we also foster the social, emotional, and professional growth of our teachers. Campus relationships are the key to making staff and students feel safe, cared for, valued, and supported. We will continue to work together to enhance the quality and character of our school through campus culture and climate.

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

At Olmito Elementary, we realize that we are not alone in educating children; a team effort must exist between community, school, and home. Our staff builds relationships with the families, local businesses and institutes of higher education. The school helps to foster these relationships by involving parents and community members in our motto of: work hard and play hard.

We ask our parents and community to "work" with us in several ways. Parents are involved by ensuring that students: attend school daily, complete homework, follow rules and policies, study nightly, attend tutorials if needed, and participate in extra-curricular activities. Parents are invited to attend informational meetings such as Campus State Report Card Results, STAAR Night (state assessment information), Back to School Night (Campus Expectations/Policies/Rules), and participate in Parent-Teacher Conferences. We also provide parents and members of the community the opportunity to serve on campus based decision making committees. These committees include the Language Proficiency Acquisition Committee (LPAC), Campus Advisory Council (CAC), Coordinated Approach to Child Health (CATCH), and the Parent/Teacher Association (PTA). It is through these partnerships that Olmito continues to show success in the areas of school improvement and student growth.

Olmito staff, students, parents, and the community enjoy the "play" side of school activities as well. We have many clubs catering to a variety of student interests which promotes parental involvement. Parent volunteers often assist in clubs such as Cheerleading, Chess, Girls on the Run, and Volleyball by helping with fund raising, transporting and monitoring students, and most importantly cheering for and supporting

the teams. Other special events allow parents to celebrate their child's academic and extra-curricular accomplishments such as awards assemblies, tailgating parties, dress up days; as well as, district competitions like the Elementary Academic Events, Spelling Bee, and Robotics.

We are fortunate to have a supportive community that gives their time and resources; however, we recognize that community engagement is a two way street. Olmito encourages students, families, and staff to give back through participation in various community service projects. Toys for Tots, Pennies for Patients, local food drives, recycling programs, community clean up, and Earth Day activities continue to build strong relationships. Our community relationships not only include local businesses but also include institutes of higher education. On occasions, Olmito has had the privilege of partnering with local college and universities to promote secondary readiness. College students and professors have been guest speakers at our annual college and career fairs. In all, this team approach allows us to stay focused on our goals of school improvement and student success.

### **3. Professional Development**

Olmito supports the professional learning goals of each teacher by encouraging professional development (PD) opportunities at the district and campus level as well as teacher-selected studies. Olmito's PD program cohesively merges our campus mission and individual teacher needs. The opportunities range from blanketed trainings for district curriculum updates, book studies designed to address campus specific initiatives, and teachers observing colleagues in order to grow professionally. At all levels, PD is based on research based and centered on motivating teachers to be the best they can be.

Our district holds monthly vertical alignment meetings in the four core areas that include teachers from second through 12th grades. These monthly vertical alignment meetings target state standards and invite dialogue amongst teachers to network the best practices for each population in order to ensure student progress and close achievement gaps. All grade level teachers work together to target academic strengths and weakness, make recommendations to adjust district pacing guides and identify professional development needs. The district also hosts monthly Best Teaching Practices (BTP's) for grade-subject specific teachers. This "in-house" training allows master teachers to share best practices with other teachers from across the district.

Los Fresnos CISD has a strong and successful professional development program, and it is because of this example that Olmito chooses to mirror the district's approach to staff development. We conduct vertical alignment meetings throughout the year. Teacher representatives from each grade level attend the alignment meeting for the subject area they plan. These meetings are beneficial in many ways, they build teacher/administrator capacity, guide instruction, and close achievement gaps. Olmito provides mentoring opportunities that are based on professional goals and administrative feedback from walkthroughs and observations. For example, Olmito incorporates the "teacher sharing" concept by encouraging Teachers Teaching Teachers (TTTs) and Teachers Observing Teachers (TOTs). These opportunities allow teachers to share and learn new teaching strategies and techniques. Following a TTT or TOT, administrators and teachers meet to discuss possible applications. We utilize an online professional learning program that provides a multitude of topic-specific resources such as videos, lesson plans, research articles, blogs, and networking communities. This program encourages personal prescriptive learning as well as large group collaboration.

Professional learning at Olmito also includes traditional development opportunities such as conferences, book studies, staff meetings, grade level horizontal alignment meetings, and colleague mentoring. It is through these practices we are able to reflect upon and improve our techniques in to order ensure the success of our students.

### **4. School Leadership**

Leadership at Olmito has been and continues to be, a balance of leading, mentoring, developing, and collaborating. This leadership style allows our staff to share decision-making, promote team consensus,

and reflect on campus goals. We each contribute thoughts and ideas that focus on the visions and mission of Olmito Elementary. Valuing the roles and responsibilities of our profession sets a solid foundation for creating leaders. As a result of our beliefs and actions, we are committed to providing “students a safe environment where all learning styles will be nurtured in order to teach them to think critically, work collaboratively, communicate effectively, and act with integrity”.

The structure of our leadership begins with our administrative team that consists of one campus principal and two assistant principals. Olmito has established a core leadership team known as “Support Staff” that focuses on policies, programs, relationships, and resources geared toward student success and staff morale. Our leadership team includes administrators, librarian, counselor, and dyslexia and science lab teachers. This core team also coordinates RtI, plans campus-wide activities and assemblies, monitors academic schedules, and implements all safety procedures and drills. The team meets every Friday to create our weekly newsletter which notifies staff of weekly events, upcoming activities, and focuses on campus initiatives. Our “Support Staff” models effective communication and collaboration which sets the tone for other leadership teams at Olmito.

All staff members are expected to take on a leadership or membership role by participating in one or more campus committees. These committees meet to develop and plan various activities such as community service projects, Veteran’s Day, career/college fair, and many others. Aside from this, we also have teacher teams that serve on academic/policy committees such as the LPAC, GT, technology, campus advisory board, RtI, and PTA. It is Olmito’s experience that as teachers are empowered to be leaders, there is a deepening of commitment and ownership to student success and school improvement.

As the liaison between the district service center and the campus, the principal is responsible for communicating information that is clear and concise while ensuring the safety of all during the hours of operation. By setting the vision, she advocates for students and staff by protecting instructional time, allocating time to analyze data, and ensuring all necessary resources are readily available. Together with the assistant principals, the administrative team collaborates to hire the right people, assign mentors, provide and participate in professional learning opportunities such as Teacher’s Observing Teachers, and promote leadership roles. Whether one serves on a committee, advisory board, or support staff team, we are committed to valuing what matters most – our students.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>State of Texas Assessments of Academic Readiness - STAAR<sup>^</sup></u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson Texas Assessment</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	89	91	91	99	100
Advanced Academic Performance	28	36	24	61	49
Number of students tested	85	87	74	99	103
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	88	89	89	99	100
Advanced Academic Performance	21	30	19	52	41
Number of students tested	52	54	37	69	64
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	88	94	95	98	100
Advanced Academic Performance	28	46	22	52	49
Number of students tested	40	35	37	42	55
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	89	91	90	99	100
Advanced Academic Performance	28	34	24	59	47

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	85	85	72	95	97
<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					
Advanced Academic Performance					
Number of students tested					
<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					

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

**NOTES:** ^The Texas Assessment of Knowledge and Skills (TAKS) was replaced by the State of Texas Assessments of Academic Readiness (STAAR) in the 2011-2012 school year. Passing performance term used for STAAR is “Level II: Met Satisfactory” formally known as “Met Standard” on TAKS. High performance term used for STAAR is “Level III: Advanced” formally known as “Commended” on TAKS. Students who were administered a Spanish version of the state assessment for both STAAR and TAKS are less than or equal to 5% of the total number of students in 3rd grade.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>State of Texas Assessments of Academic Readiness - STAAR^</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson Texas Assessment</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	96	93	88	96	98
Advanced Academic Performance	50	16	18	64	47
Number of students tested	80	80	98	84	93
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	96	89	86	98	100
Advanced Academic Performance	45	14	14	56	46
Number of students tested	51	35	69	50	54
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	78	83	62	88	100
Advanced Academic Performance	22	0	15	50	40
Number of students tested	9	12	13	8	15
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	96	92	88	98	98
Advanced Academic Performance	49	16	17	64	47
Number of students tested	78	77	94	80	88
<b>5. African- American Students</b>					

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

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

**NOTES:** ^The Texas Assessment of Knowledge and Skills (TAKS) was replaced by the State of Texas Assessments of Academic Readiness (STAAR) in the 2011-2012 school year. Passing performance term used for STAAR is “Level II: Met Satisfactory” formally known as “Met Standard” on TAKS. High performance term used for STAAR is “Level III: Advanced” formally known as “Commended” on TAKS. Students who were administered a Spanish version of the state assessment for both STAAR and TAKS are less than or equal to 5% of the total number of students in 4th grade.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>State of Texas Assessments of Academic Readiness - STAAR<sup>^</sup></u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson Texas Assessment</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	100	92	100	96
Advanced Academic Performance	49	53	44	66	61
Number of students tested	79	98	88	82	89
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	100	91	100	95
Advanced Academic Performance	47	45	45	59	60
Number of students tested	34	69	53	49	60
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	100	100	33	100	80
Advanced Academic Performance	50	45	33	20	20
Number of students tested	6	11	3	5	10
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	93	100	97
Advanced Academic Performance	49	52	44	64	60
Number of students tested	75	95	81	78	86
<b>5. African- American Students</b>					

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

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

**NOTES:** ^The Texas Assessment of Knowledge and Skills (TAKS) was replaced by the State of Texas Assessments of Academic Readiness (STAAR) in the 2011-2012 school year. Passing performance term used for STAAR is “Level II: Met Satisfactory” formally known as “Met Standard” on TAKS. High performance term used for STAAR is “Level III: Advanced” formally known as “Commended” on TAKS. Students who were administered a Spanish version of the state assessment for both STAAR and TAKS are less than or equal to 5% of the total number of students in 5th grade.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>State of Texas Assessments of Academic Readiness - STAAR<sup>^</sup></u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson Texas Assessment</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	92	93	95	99	97
Advanced Academic Performance	19	38	34	59	66
Number of students tested	85	86	74	99	102
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	92	93	95	99	95
Advanced Academic Performance	15	39	24	48	65
Number of students tested	52	54	37	69	63
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	83	91	92	98	98
Advanced Academic Performance	23	40	27	52	65
Number of students tested	40	35	37	42	54
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	92	94	94	99	97
Advanced Academic Performance	19	37	33	58	65
Number of students tested	85	84	72	95	96
<b>5. African- American Students</b>					

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

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

**NOTES:** ^The Texas Assessment of Knowledge and Skills (TAKS) was replaced by the State of Texas Assessments of Academic Readiness (STAAR) in the 2011-2012 school year. Passing performance term used for STAAR is “Level II: Met Satisfactory” formally known as “Met Standard” on TAKS. High performance term used for STAAR is “Level III: Advanced” formally known as “Commended” on TAKS. Students who were administered a Spanish version of the state assessment for both STAAR and TAKS are less than or equal to 5% of the total number of students in 3rd grade.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>State of Texas Assessments of Academic Readiness - STAAR<sup>^</sup></u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson Texas Assessment</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	94	93	87	94	96
Advanced Academic Performance	40	26	22	42	27
Number of students tested	78	80	95	85	92
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	96	94	82	92	92
Advanced Academic Performance	36	14	13	35	17
Number of students tested	50	35	68	51	53
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	100	67	40	78	79
Advanced Academic Performance	14	0	0	22	0
Number of students tested	7	12	10	9	14
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	93	94	87	94	96
Advanced Academic Performance	38	26	21	41	26
Number of students tested	76	77	91	81	87
<b>5. African- American Students</b>					

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

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

**NOTES:** ^The Texas Assessment of Knowledge and Skills (TAKS) was replaced by the State of Texas Assessments of Academic Readiness (STAAR) in the 2011-2012 school year. Passing performance term used for STAAR is “Level II: Met Satisfactory” formally known as “Met Standard” on TAKS. High performance term used for STAAR is “Level III: Advanced” formally known as “Commended” on TAKS. Students who were administered a Spanish version of the state assessment for both STAAR and TAKS are less than or equal to 5% of the total number of students in 4th grade.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>State of Texas Assessments of Academic Readiness - STAAR<sup>^</sup></u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Pearson Texas Assessment</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	100	96	88	93	94
Advanced Academic Performance	23	37	23	40	37
Number of students tested	78	98	88	80	88
Percent of total students tested	100	99	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	96	87	89	93
Advanced Academic Performance	18	30	15	26	32
Number of students tested	33	69	53	47	59
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	100	100	100	33	67
Advanced Academic Performance	0	18	0	0	0
Number of students tested	5	11	3	3	9
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	97	88	94	95
Advanced Academic Performance	23	37	20	37	35
Number of students tested	74	95	81	76	85
<b>5. African- American Students</b>					

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

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

**NOTES:** ^The Texas Assessment of Knowledge and Skills (TAKS) was replaced by the State of Texas Assessments of Academic Readiness (STAAR) in the 2011-2012 school year. Passing performance term used for STAAR is “Level II: Met Satisfactory” formally known as “Met Standard” on TAKS. High performance term used for STAAR is “Level III: Advanced” formally known as “Commended” on TAKS. Students who were administered a Spanish version of the state assessment for both STAAR and TAKS are less than or equal to 5% of the total number of students in 5th grade.