

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Lisa Raelynn Morgan

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

Official School Name South Lawn Elementary School

(As it should appear in the official records)

School Mailing Address 4719 South Bowie Street

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

City Amarillo State TX Zip Code+4 (9 digits total) 79110-2505

County Randall County State School Code Number* 188901128

Telephone 806-326-5401 Fax 806-356-4879

Web site/URL http://southlawnamaisd.sharpschool.com E-mail lisa.morgan@amaisd.org

Facebook Page
https://m.facebook.com/pages/AISD-South-Lawn-

Twitter Handle _____ Elementary/1540239056246652 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. Rod Schroder E-mail: rod.schroder@amaisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Amarillo Independent School District Tel. 806-326-1145

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

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 37 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 53 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. 3 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 | 20 | 17 | 37 |
| K | 43 | 31 | 74 |
| 1 | 27 | 37 | 64 |
| 2 | 50 | 35 | 85 |
| 3 | 32 | 40 | 72 |
| 4 | 36 | 32 | 68 |
| 5 | 27 | 41 | 68 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 235 | 233 | 468 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 7 % Black or African American
 - 38 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 51 % White
 - 3 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 22%

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year | 57 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 41 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 98 |
| (4) Total number of students in the school as of October 1 | 454 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.216 |
| (6) Amount in row (5) multiplied by 100 | 22 |

7. English Language Learners (ELL) in the school: 3 %
15 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Spanish, Swahili, Arabic, Bosnian, Laotian, Somali, Other Language
8. Students eligible for free/reduced-priced meals: 73 %
 Total number students who qualify: 341

Information for Public Schools Only - Data Provided by the State

The state has reported that 73 % 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: 8 %
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>19</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

| | Number of Staff |
|---|------------------------|
| Administrators | 2 |
| Classroom teachers | 24 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 10 |
| Paraprofessionals | 5 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 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

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: South Lawn will prepare each student for success beyond high school.

PART III – SUMMARY

South Lawn Elementary School (SLES) maintains a culture that nurtures high expectations, accelerates learning and strives to collaborate for the benefit of staff and students. The school, recognized for its performance on the State of Texas Assessments of Academic Readiness (STAAR) earned distinctions by the state in the areas of reading/ELA, mathematics, science, closing performance gaps and postsecondary readiness. Prior to STAAR, the Texas Education Agency (TEA) designated SLES as an “Exemplary” school for student performance on the Texas Assessment of Knowledge and Skills. The school also earned two separate Distinguished Title I Awards for the past two years. In 2014, the Texas Commissioner of Education, Michael Williams, visited the campus to observe the practices of a No Excuses University (NEU) campus. Dr. David Anthony, Chief Executive Officer of Raise Your Hand Texas, toured the campus and visited with staff members and students about the culture NEU creates. SLES ranked first in Texas and seventh in the national computer program, First in Math. Students received first place awards in the district Battle of the Books, the Regional Egg Drop Competition and University Interscholastic League competition.

SLES, nestled in a neighborhood of single dwelling homes, serves a student population of approximately 470 students in pre-kindergarten through fifth grade of which 73% are identified as economically disadvantaged. Located in Amarillo, Texas, the school opened in 1954 and has had five renovations. Some challenges faced by the campus include an increasing economically disadvantaged population and mobility rate that went from 15% to 22% in the years 2013 to 2014. Seven different languages influence students’ ability to acquire instructional content.

The school recognizes the importance of positively introducing the learning environment to its youngest learners before school begins at “Meet the Teacher” night where students and parents tour and explore their future classroom. All students receive backpacks filled with school supplies donated by a community church. Because the staff believes that everyone needs something to look forward to, numerous activities are held throughout the school year to provide a spirit of camaraderie. “Make and Take” literacy and numeracy events, Discovery Center Science Night, Field Days, Community Resource Fair and Fine Arts programs involve parents in activities and assist in building relationships between the school and community.

TEA published updated assessments in 2011-2012. Due to the level of rigor and increasing expectations in student progress, the campus met to develop a plan of action. Several teams of teachers attended a NEU conference in 2012. NEU focuses on six exceptional systems. The systems include culture of universal achievement, collaboration, standards alignment, assessment, social and academic interventions and data management. These teams recognized the importance of these systems to support academic, emotional and cultural growth. The NEU leadership team presented the systems to the faculty and parents. The school community’s increased awareness of progress successfully impacts the mission. All stakeholders agree the SLES becoming a NEU campus supports the school’s current mission: South Lawn will prepare each student for success beyond high school.

These pillars, embedded into every aspect of the campus, reflect a commitment to create a school that allows no excuses to stand in the way of unique talents or challenges. The campus goal states that every student without excuse will meet or exceed expectations in all subjects and demonstrate at least one year’s academic progress. Weekly “Roar Time” celebrates every child’s progress on assessments. Administrators and teachers conference with each individual student to encourage, praise and set goals for future assessments. Students earn character awards when they exhibit strong character traits, such as providing encouragement to their peers, demonstrating citizenship and accepting responsibility for their own learning. Students earn “Math Fact Hero” awards after mastering numerical fluency and literacy certificates for meeting reading goals. These awards are shared with parents, honored daily on the morning announcements and displayed in the main hallway.

SLES has a No Limits Lab accessible to all community members which offers language support, GED courses and continuing education. Navigators, who man the lab, provide individualized support and encouragement for each participant.

The SLES community is a leader among the district and mentor to many schools in the Texas panhandle. All staff, trained in numeracy and balanced literacy, impact the instruction that occurs on the campus daily. Professional learning communities provide continuous learning for the staff as they hone their craft. The campus collaboratively developed unique tools for inferring and character analysis. The school's principal shared the ideas and provided training to the district at her supervisor's request. SLES wrote and received many grants and proposals funded locally, district wide and nationally.

The culture on the campus includes continuous learning, collaboration using the exceptional systems, building relationships and holding high expectations for all students and staff. These components effectively equal success for all!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

South Lawn Elementary School (SLES) staff adheres to the TEKS (Texas Essential Knowledge and Skills) which is the framework of skills and objectives students are expected to master in all content areas. The core content includes language arts, math, science and social studies.

Mastery of reading and writing impacts the success of students in all content areas. Teachers at SLES instruct through a balanced approach connecting the reciprocal process of reading and writing. In primary grades, students participate in an explicit phonics program to build the foundation for understanding the relationship between letters and sounds and to increase fluency. All students participate in daily independent, guided and modeled opportunities to increase proficiency. Daily guided reading groups and literature circles take place in each classroom. Teachers strategically choose between the two based on student need. Teachers use guided reading to monitor students needing to extend their ability to process and comprehend text. Students who process expected grade level text consistently at a 95 % accuracy rate or above participate in literature circles. Teachers monitor the comprehension of text after students independently read and discuss as a group. Students performing either above or below level participate in an additional daily reading group outside the general classroom. For example, a fourth grader who reads and writes beyond the benchmark level attends an additional guided reading group in fifth grade. Conversely, a fourth grader who reads and writes below the benchmark level attends an additional guided reading group in third grade. Significantly below readers participate in additional daily reading intervention. Leveled Literacy Intervention addresses comprehension difficulties while structured phonics addresses decoding difficulties.

In math, SLES believes the foundation of numeracy supports the success of students in all mathematical strands of the TEKS. Teachers assess and analyze data. After receiving numeracy training, teachers began structuring math lessons to include several guiding principles. Students verbalize and justify their thinking using multiple representations to solve a problem while evaluating the reasonableness of solutions. Counters, fact frames and math racks provide concrete support in initial phases of instruction. For an extended period of time, the below level student uses concrete manipulatives. The removal of manipulatives takes place as numeracy understanding increases. Teachers integrate and spiral numeracy skills throughout the instructional day using SMART board lessons, small group guided math and iPad applications. Above level students receive enrichment through small guided math groups and move at rapid pace through the curriculum often exposed to higher depths of knowledge.

Teachers customize science lessons based on the Five E Instructional Model. Students receive opportunities to engage, explore, explain, elaborate and evaluate concepts and processes of lessons that may extend over a period of two-three days. Curriculum materials enhance the students' conceptual understanding of science skills including the nature of science, life, physical and earth science. Weekly vertical teams analyze these TEKS to align campus focus and create an understanding of the importance each grade level's curriculum. For the below level performing student, hands-on labs using different learning style methods build concrete understanding of new and previously taught TEKS. Multiple iPad applications and interactive games challenge above level students.

The mastery of Social Studies TEKS requires integration of reading and writing curriculum with a variety of materials. Teachers use biographies, book series, children's literature, the internet, and multimedia to enrich the content and impact social studies past, present and future. Social studies material addresses multiple reading levels. Rubric allow for evaluation of student created projects. These projects offer a high-level of difficulty and expectations for the high achieving student. Below level students attend daily tutorials to review previously taught content.

The pre-kindergarten instructional program follows the state developed Pre-Kindergarten Guidelines allowing students to develop strong language, reading and writing skills through individual, guided and modeled reading and writing. Teachers collaborate weekly with kindergarten colleagues to analyze and align

Pre-Kindergarten Guidelines with Kindergarten TEKS and participate in weekly pre-kindergarten through fifth grade meetings to promote campus alignment in all content. Hands-on mathematics and science ensures students experience content in a concrete manner. Pre-Kindergarten attendance impacts the students' preparation for their educational journey building an understanding of social expectations and a solid literacy and numeracy foundation.

2. Other Curriculum Areas:

South Lawn Elementary School (SLES) encourages students to participate in numerous non-core curriculum activities to enhance the quality of daily life both within and outside of the classroom. Students energetically partake in the instruction of the fine arts, physical education (PE), technology and other student interest activities to promote the development of a well-rounded child.

The music program includes a curriculum based on principles of design and concepts promoted through the Texas Essential Knowledge and Skills (TEKS). Students engage in activities designed to teach musical literacy and history based upon the teaching of Zoltan Kodaly. Intermediate students have the option to participate in orchestra or choir which promotes academic success and individual talent.

All students wishing to participate in the SLES Art Club are welcomed by a trained specialist dedicated to promoting an artistic community where individuals are encouraged and appreciated. The club promotes artistic skills, aesthetics, art history and appreciation. During the Art Club sessions, students gain additional knowledge and develop vocabulary they might not acquire in the general classroom.

South Lawn's PE program for all first through fifth grade students follows the TEKS and National Association for Sports and Physical Education guidelines. The program, designed to promote lifelong physical activity, enhances mental, social and emotional abilities. Students develop basic movement and physical fitness on a daily basis. Weekly, stations designed to target individual skill development, assist the teacher in targeting individualized support and student development. SLES integrates health and nutrition instruction into the PE classroom curriculum. A trained staff member facilitates the implementation of the TEKS for PE in the pre-kindergarten and kindergarten classrooms. The SLES Field Days activities allow students the opportunity to experience friendly competition and display their athleticism to the community.

Vital integration of technology enhances instruction and content at SLES. Pre-Kindergarten through fifth grade students access desktop computers, laptops and iPads daily. Teachers utilize a variety of technology in their classrooms consisting of SmartBoards, interactive applications, document cameras with a projector and Redcat amplifiers. Digital Learning Leaders train and assist teachers to integrate technology TEKS which enhance daily routines and ensures a well-rounded instructional curriculum. Online programs spiral content at individualized levels. As an integral part of daily instruction, technology integration impacts content TEKS and strengthens the effectiveness of instruction.

3. Instructional Methods and Interventions:

South Lawn Elementary School (SLES) uses a variety of instructional methods and frameworks to ensure that a guaranteed and viable curriculum is offered in a manner that addresses the needs of all learners. At the end of each school day, teachers meet in collaborative teams to analyze the district scope and sequence along with the state standards, the Texas Essential Knowledge and Skills (TEKS). They are broken down through the use of a campus developed tool that leads to common understanding of the curriculum. After a critical analysis of the TEKS, teachers develop a common formative assessment that measures mastery of the TEKS through multiple levels of understanding. The next morning, all grade level teachers administer assessments at the same time. Instructional adjustments assist in guiding future planning.

Teachers focus heavily on "hooking" students when lessons begin while stating the learning objective to ensure all students are engaged and know their learning goals. Teachers control the content by modeling and differentiating their instruction. The instructional process allows for guided and independent practice in all content areas. Initial experiences are concrete and support conceptual understanding before moving into the pictorial and abstract aspects of learning.

Differentiated instruction allows teachers to meet the needs of all students of SLES. When assessment data reflects multiple levels of student mastery tiered lessons are collaboratively created. Tiered lessons address the readiness needs of above level, on level and below level learners. In tiered lessons, small groups of learners experience the content at the appropriate level of rigor to extend their independent abilities. In guided reading lessons, students, grouped in circles, share common reading habits. Lessons designed to promote the student's self-extended reading systems enable teachers to strategically individualize, praise and reinforce successful reading behaviors. When children struggle, teachers individually prompt for specific strategies. Task rotations which are collaboratively designed, when content proves difficult for all learners, leads teachers to address of multiple learning styles. Students experience the content in creative, practical and analytical learning styles as they participate in various activities ensuring they see the same content in multiple ways. Differentiated instruction guarantees that all students access the content at a level and in a way that is most meaningful to them.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Third-fifth grade students take the State of Texas Assessments of Academic Readiness (STAAR) in mathematics and reading. Fourth graders take STAAR Writing and fifth graders take STAAR Science. Students are expected to demonstrate proficiency and one year's progress in each content area.

Texas Assessment of Knowledge and Skills, (TAKS) measured student proficiency prior to STAAR. The state rates campus success through a system consisting of four ratings with exemplary being the highest. South Lawn earned an exemplary rating from 2009-2012.

Data trends indicate that the All Students subgroup in achievement has continued to increase in grade level cohorts in mathematics and reading. Collaboration, consisting of one representative from each grade level, meets weekly to study weaknesses in TEKS in reading and math from pre-k through sixth grade perspectives. Teachers develop common lessons and analyze them for vertical alignment. This has promoted proficiency and progress.

There was a 10% or greater achievement gap between All Students and Special Education subgroup in mathematics and reading from 2011-2013. In 2014, special education achievement increased in reading and mathematics. Staff focused on increasing the number of students who received inclusion versus the resource classroom.

There was a 10% or greater achievement gap between All Students and English Language Learners (ELLs) in mathematics and reading from 2011-2013. English Language Proficiency Standards (ELPS) and language acquisition strategies trainings increased teacher knowledge.

There existed a 10% or greater achievement gap between All Students and Hispanic subgroups in reading from 2012-2014. Teachers focused on vocabulary development through literature experiences.

African Americans and Two or More Races subgroups had a 10% or greater achievement gap with the All Students subgroup in mathematics and reading from 2011-2014. In reading, teachers focused on vocabulary development through literature experiences. In mathematics, teachers developed a numeracy foundation.

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

South Lawn Elementary School (SLES) makes informed decision based on data analysis daily. Data drives decisions daily related to instructional adjustments made throughout the lesson cycle. After administering an assessment, data that reflects more than 20% of students did not master assessed Texas Essential Knowledge and Skills (TEKS), it reflects that tier 1 instruction did not address the standards. Teachers collaborate to plan common lessons to re-teach these TEKS. When 10-15% of students are not successful on specific TEKS, content is addressed using small group individualized instruction.

Pre-assessments, administered to provide information on student readiness, guide teachers in identifying entry points and appropriate amounts of scaffolding for each student.

Formative assessments are developed in collaborative teams after analyzing the TEKS and prior to planning lessons to promote alignment between curriculum, assessment and instruction. Once formative assessments are designed, teachers schedule an administration date and set a time to collaboratively analyze data. Instructional adjustments, feedback and interventions are planned and documented in action plans. TEKS, assessed multiple times through multiple levels, ensure the level of rigor teachers need to address in order to identify where the learning process breaks down for each student.

Students use individual data tracking notebooks to record progress and set weekly goals that are shared with

parents. Teachers and administrators confer with each student during weekly “Roar Time.” Student progress and goals are discussed.

Summative assessments administered at the end of instruction and disaggregated data stored in an online system provides immediate results accessible to district leaders, teachers and administrators. Teachers collaboratively analyze data and create action plans to address whole group, small group and individual student needs. State assessment results and instructions for interpreting the data are sent home with parents, presented on parent nights and posted on the campus website ensuring access to all stakeholders.

Part VI School Support

1. School Climate/Culture

The culture of the South Lawn Elementary School (SLES) encompasses the sincere desire for continuous improvement for all stakeholders, not just for students, but for teachers and parents as well. School climate and culture have a profound impact on student achievement and behavior. The values, shared beliefs and behavior of all various stakeholders within the school community determine the positive culture of SLES, which exhibits the desire to keep getting “better and better.” There is no end to the learning continuum for children and the staff at SLES.

Teachers who collaborate and share effective instructional strategies and engaging learning ideas with their peers daily is the norm. Children who reflect on their own learning with a caring adult and receive the gifts presented to them by the school is the norm. Parents who participate in school supported activities and in improving their own educational skills is the norm. Administrators who visit classrooms and offer constructive support daily is the norm.

The campus’s regular practice of meeting individual needs for both children and teachers is standard. Staff development focused on the new teacher for success, provides support and learning to that individual. Specialized instruction for children who are struggling provides support and reassurance for their academic success.

The culture of the school focuses upon empowering others, including not just teachers, but students as well, who bring their own ideas to the table and reflect on their own learning as they select venues for enhancing their academic progress. A high expectation for all students and all staff remains a standard for all stakeholders.

The school has much gratitude toward the neighborhood and community for their generous gifts of both time and materials given to the students at SLES. South Lawn endeavors to continuously build ongoing positive relationships within the city.

The South Lawn staff doesn’t necessarily think they are doing anything special—they are just doing what is great for kids!

2. Engaging Families and Community

As an integral part of the school’s success, South Lawn Elementary School (SLES) believes in the importance of the school and community collaboratively impacting the education of its students. SLES offers families a variety of support systems.

Monthly instructional “Make and Take” sessions provide parents with instructional resources and methods to support their child in the content learned at school. All resources are funded using Parent Involvement Title I Funds. Community members engage in developing and facilitating these sessions. This allows for outreach and development of critical relationships between all stakeholders.

South Lawn is one of three campuses that have a No Limits Lab. A full time certified staff member supports participants as they aspire to accomplish lifelong educational goals. Many of the lab participants dropped out of high school years ago. Emotional support and encouragement supports these individuals in accomplishing goals they never dreamed possible. Services assist individuals in their pursuit of a GED, English language acquisition, social support and college readiness. Each participant works with a community navigator who oversees the process beyond the South Lawn doors.

South Lawn partners with two local churches that are available at any given moment to assist with basic needs. These partners wear personalized shirts that say, “We support our Dragons!” At all school events, you will see them proudly engaging with families. These community churches selected the campus as a

partner in education with the hope of increasing parent involvement. All students receive backpacks filled with school supplies at the beginning of the year and are also available throughout the year for incoming students. Children take home weekly snack packs every Friday to ensure they have food over the weekend. Trained church members lead monthly sessions with fifth grade boys and girls communicating habits of success. The community involvement has significantly impacted the success of the school community and a great appreciation for these efforts is felt by the school.

South Lawn's family and community involvement shows evidence that working together as a team increases student achievement, establishes a greater sense of security and safety, therefore creating an environment where everyone is successful.

3. Professional Development

Each year professional development staff at South Lawn Elementary School (SLES), develop strategic plans and implement programs that will directly impact student success. Staff members participate in collaborative data analysis and surveys to identify campus needs and establish goals for future professional development. Each staff member has a voice in recommending a staff development activity for the campus.

The SLES leadership team aligns professional development to enhance practices of classroom teachers as they consider how to address the needs of students. There is basic content all teachers receive. Based upon perceived and articulated teacher needs, individual and small group professional development provides support to SLES teachers.

Professional development emphasizes the understanding and delivery of the Texas Essential Knowledge and Skills (TEKS). Teams use State of Texas Assessments of Academic Readiness (STAAR) data to identify instructional weaknesses to plan professional development for the upcoming school year. Identified objectives in each grade level that students have not mastered and content areas become the focus for staff development. Weak TEKS in multiple grade levels become the focus for vertical teaming. Teachers follow the district's Common Collaborative Process (CCP) (disaggregation and analysis and action) throughout the year. These TEKS are critically analyzed using a campus developed tool to ensure there is common understanding among all teachers and then common assessments are developed. These two steps of the CCP take place before planning lessons to promote curriculum, assessment and instructional alignment; ensuring students learning is impacted while enriching teacher understanding and expertise. SLES state assessment data reflects this process has successfully impacted student success while its scores continue to maintain a high performing rating while other schools in Texas have fallen behind.

All staff members participate in annual campus wide book studies chosen by teachers. Multiple small groups are formed to process the text allowing for personalized conversations and pacing. During the process of the study, each teacher designs a lesson integrating the content studied and their lessons are reviewed and shared for feedback with their peers.

Professional development includes coaching teachers on newly implemented programs and strategies. Teachers attend follow-up meetings after video recorded observations in classrooms. The coach and teacher collaboratively identify strengths and set future instructional goals. Presentation of the videos takes place in trainings to present a model of successful implementation of chosen practices and programs.

4. School Leadership

Shared leadership and responsibility, rooted in the structure and culture of the school, guides the South Lawn Elementary School (SLES) administrative staff to stand behind the philosophy of distributive leadership and recognize its impact on student success.

The administrative team at South Lawn includes a core group of experienced professional educators that consists of the principal, assistant principal, a curriculum assessment specialist and instructional support

staff. The group works together with teachers to analyze data, design lessons, direct the utilization of campus resources, coach and conference with teachers to ensure success for each student.

Teachers respect the principal as an instructional leader who guides them in making powerful instructional decisions. Her willingness to share her expertise reaches each classroom as she visits, models lessons, coaches, provides encouragement and support to all as she positively engages with staff and students. Her expertise, also shared with other professionals within and outside the district reflects upon her interest in teaching and learning. The principal has developed copy written instructional techniques that positively impact student success. The principal recognizes the importance of building capacity within the staff and encourages teachers to foresee their potential as leaders. She creates an environment where teachers assume leadership roles by engaging in the decision making process through professional learning communities. Teachers design lessons and create action plans after analyzing formative and summative data which naturally motivates them to take leadership roles within their teams. The teachers are pursued by other principals and teachers to share and perform additional campus and district responsibilities through presenting professional development training sessions, leading book study discussions and frequently welcoming teachers into their classrooms. Observers view individualized numeracy lessons, inference lessons, habits of discussion and classroom management transitions.

The school leadership team reviews best practices and presents instructional strategies to staff members. This team trains, by modeling and collaboratively teaching lessons designed during grade level collaboration. SLES teachers continue their professional development to deepen their knowledge as they implement these practices. As teachers become experts in the practices and strategies, they share with other staff members by opening the door to their classrooms or presenting in future staff meetings, often sharing classroom videos.

Campus wide distributive leadership ensures an aligned focus that reaches beyond an administrative team!

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>State of Texas Assessments of Academic Readiness (STAAR)</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Texas Education Agency</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| Satisfactory Academic Performance and above | 96 | 91 | 86 | 98 | 86 |
| Advanced Academic Performance | 31 | 21 | 21 | 46 | 24 |
| Number of students tested | 55 | 67 | 63 | 54 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 7 | 3 | 6 | 9 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Satisfactory Academic Performance and above | 98 | 87 | 85 | 100 | 90 |
| Advanced Academic Performance | 28 | 17 | 10 | 38 | 29 |
| Number of students tested | 40 | 46 | 41 | 39 | 42 |
| 2. Students receiving Special Education | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Satisfactory Academic Performance and above | 96 | 100 | 81 | 100 | 89 |
| Advanced Academic Performance | 35 | 11 | 19 | 50 | 11 |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested | 26 | 19 | 16 | 20 | 18 |
| 5. African- American Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 90 | 92 | 97 | 88 |
| Advanced Academic Performance | 32 | 22 | 23 | 43 | 28 |
| Number of students tested | 22 | 41 | 39 | 30 | 32 |
| 10. Two or More Races identified Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic | | | | | |

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

NOTES: The school recognizes the importance of success appropriate to grade level objectives in each content area. Our state alternative assessments, State of Texas Assessments of Academic Readiness Accommodated (STAAR A) and the State of Texas Assessments of Academic Readiness Modified (STAAR M) measure mastery of grade level curriculum. STAAR A removes the field test questions embedded in the State Assessment of Academic Readiness (STAAR). STAAR A was administered to the majority of students needing an alternative assessment. STAAR M allows for additional accommodations as documented in the Assessment, Review and Dismissal Committee. The committee includes a campus administrator, parent, diagnostician and teachers. Students considered for an alternative assessment perform significantly below grade level. Individualized educational plans, goals and objectives reflect the individual needs and academic priorities for these students. Additional resources including time, personnel and small group settings assists special needs students to narrow learning deficits. The goal of the school is to minimize the gaps in learning from year to year so that each student exits the campus and enters middle school with grade level competency and prepared for success.

STATE CRITERION--REFERENCED TESTS

| | |
|---|---|
| Subject: <u>Math</u> | Test: <u>State Assessments of Academic Readiness (STAAR)</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Texas Education Agency</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| Satisfactory Academic Performance and above | 100 | 95 | 92 | 97 | 100 |
| Advanced Academic Performance | 28 | 26 | 27 | 49 | 57 |
| Number of students tested | 60 | 58 | 52 | 63 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 3 | 7 | 10 | 5 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 94 | 90 | 96 | 100 |
| Advanced Academic Performance | 27 | 17 | 24 | 54 | 56 |
| Number of students tested | 41 | 35 | 41 | 50 | 36 |
| 2. Students receiving Special Education | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 100 | 95 | 100 | 100 |
| Advanced Academic Performance | 29 | 21 | 40 | 41 | 50 |
| Number of students tested | 17 | 14 | 20 | 22 | 14 |
| 5. African- American Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 97 | 90 | 97 | 100 |
| Advanced Academic Performance | 26 | 26 | 17 | 61 | 67 |
| Number of students tested | 35 | 38 | 29 | 31 | 21 |
| 10. Two or More Races identified Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |

| 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 school recognizes the importance of success appropriate to grade level objectives in each content area. Our state alternative assessments, State of Texas Assessments of Academic Readiness Accommodated (STAAR A) and the State of Texas Assessments of Academic Readiness Modified (STAAR M) measure mastery of grade level curriculum. STAAR A removes the field test questions embedded in the State Assessment of Academic Readiness (STAAR). STAAR A was administered to the majority of students needing an alternative assessment. STAAR M allows for additional accommodations as documented in the Assessment, Review and Dismissal Committee. The committee includes a campus administrator, parent, diagnostician and teachers. Students considered for an alternative assessment perform significantly below grade level. Individualized educational plans, goals and objectives reflect the individual needs and academic priorities for these students. Additional resources including time, personnel and small group settings assists special needs students to narrow learning deficits. The goal of the school is to minimize the gaps in learning from year to year so that each student exits the campus and enters middle school with grade level competency and prepared for success.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>State of Texas Assessments of Academic Readiness (STAAR)</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Texas Education Agency</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Satisfactory Academic Performance and above | 100 | 100 | 97 | 100 | 98 |
| Advanced Academic Performance | 39 | 26 | 18 | 48 | 55 |
| Number of students tested | 56 | 46 | 68 | 44 | 53 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 7 | 2 | 6 | 2 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 100 | 98 | 100 | 97 |
| Advanced Academic Performance | 31 | 16 | 16 | 39 | 56 |
| Number of students tested | 35 | 31 | 50 | 28 | 34 |
| 2. Students receiving Special Education | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 100 | 96 | 100 | 100 |
| Advanced Academic Performance | 50 | 40 | 12 | 63 | 43 |
| Number of students tested | 14 | 15 | 25 | 16 | 14 |
| 5. African- American Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 100 | 100 | 100 | 97 |
| Advanced Academic Performance | 32 | 17 | 21 | 50 | 56 |
| Number of students tested | 37 | 29 | 34 | 18 | 34 |
| 10. Two or More Races identified Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |

| 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 school recognizes the importance of success appropriate to grade level objectives in each content area. Our state alternative assessments, State of Texas Assessments of Academic Readiness Accommodated (STAAR A) and the State of Texas Assessments of Academic Readiness Modified (STAAR M) measure mastery of grade level curriculum. STAAR A removes the field test questions embedded in the State Assessment of Academic Readiness (STAAR). STAAR A was administered to the majority of students needing an alternative assessment. STAAR M allows for additional accommodations as documented in the Assessment, Review and Dismissal Committee. The committee includes a campus administrator, parent, diagnostician and teachers. Students considered for an alternative assessment perform significantly below grade level. Individualized educational plans, goals and objectives reflect the individual needs and academic priorities for these students. Additional resources including time, personnel and small group settings assists special needs students to narrow learning deficits. The goal of the school is to minimize the gaps in learning from year to year so that each student exits the campus and enters middle school with grade level competency and prepared for success.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>State of Texas Assessments of Academic Readiness (STAAR)</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Texas Education Agency</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| Satisfactory Academic Performance and above | 85 | 85 | 79 | 94 | 97 |
| Advanced Academic Performance | 15 | 21 | 19 | 52 | 44 |
| Number of students tested | 55 | 66 | 63 | 54 | 59 |
| Percent of total students tested | 100 | 99 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 5 | 0 | 2 | 9 | 7 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Satisfactory Academic Performance and above | 85 | 80 | 73 | 95 | 98 |
| Advanced Academic Performance | 8 | 18 | 12 | 44 | 50 |
| Number of students tested | 40 | 45 | 41 | 39 | 42 |
| 2. Students receiving Special Education | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Satisfactory Academic Performance and above | 88 | 74 | 63 | 95 | 100 |
| Advanced Academic Performance | 12 | 26 | 13 | 50 | 11 |
| Number of students tested | 26 | 19 | 16 | 20 | 18 |
| 5. African- American Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Satisfactory Academic Performance and above | 86 | 95 | 90 | 93 | 94 |
| Advanced Academic Performance | 23 | 15 | 23 | 47 | 59 |
| Number of students tested | 22 | 40 | 39 | 30 | 32 |
| 10. Two or More Races identified Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |

| 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 school recognizes the importance of success appropriate to grade level objectives in each content area. Our state alternative assessments, State of Texas Assessments of Academic Readiness Accommodated (STAAR A) and the State of Texas Assessments of Academic Readiness Modified (STAAR M) measure mastery of grade level curriculum. STAAR A removes the field test questions embedded in the State Assessment of Academic Readiness (STAAR). STAAR A was administered to the majority of students needing an alternative assessment. STAAR M allows for additional accommodations as documented in the Assessment, Review and Dismissal Committee. The committee includes a campus administrator, parent, diagnostician and teachers. Students considered for an alternative assessment perform significantly below grade level. Individualized educational plans, goals and objectives reflect the individual needs and academic priorities for these students. Additional resources including time, personnel and small group settings assists special needs students to narrow learning deficits. The goal of the school is to minimize the gaps in learning from year to year so that each student exits the campus and enters middle school with grade level competency and prepared for success.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>State of Texas Assessments of Academic Readiness (STAAR)</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Texas Education Agency</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| Satisfactory Academic Performance and above | 90 | 84 | 94 | 94 | 96 |
| Advanced Academic Performance | 13 | 24 | 23 | 33 | 17 |
| Number of students tested | 60 | 57 | 52 | 63 | 46 |
| Percent of total students tested | 100 | 98 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 2 | 7 | 10 | 5 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Satisfactory Academic Performance and above | 90 | 83 | 93 | 92 | 94 |
| Advanced Academic Performance | 12 | 14 | 22 | 32 | 14 |
| Number of students tested | 41 | 35 | 41 | 50 | 36 |
| 2. Students receiving Special Education | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Satisfactory Academic Performance and above | 94 | 79 | 95 | 95 | 100 |
| Advanced Academic Performance | 18 | 29 | 35 | 32 | 29 |
| Number of students tested | 17 | 14 | 20 | 22 | 14 |
| 5. African- American Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Satisfactory Academic Performance and above | 94 | 92 | 93 | 94 | 100 |
| Advanced Academic Performance | 11 | 21 | 14 | 39 | 19 |
| Number of students tested | 35 | 38 | 29 | 31 | 21 |
| 10. Two or More Races identified Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |

| 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 school recognizes the importance of success appropriate to grade level objectives in each content area. Our state alternative assessments, State of Texas Assessments of Academic Readiness Accommodated (STAAR A) and the State of Texas Assessments of Academic Readiness Modified (STAAR M) measure mastery of grade level curriculum. STAAR A removes the field test questions embedded in the State Assessment of Academic Readiness (STAAR). STAAR A was administered to the majority of students needing an alternative assessment. STAAR M allows for additional accommodations as documented in the Assessment, Review and Dismissal Committee. The committee includes a campus administrator, parent, diagnostician and teachers. Students considered for an alternative assessment perform significantly below grade level. Individualized educational plans, goals and objectives reflect the individual needs and academic priorities for these students. Additional resources including time, personnel and small group settings assists special needs students to narrow learning deficits. The goal of the school is to minimize the gaps in learning from year to year so that each student exits the campus and enters middle school with grade level competency and prepared for success.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>State of Texas Assessments of Academic Readiness (STAAR)</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Texas Education Agency</u> | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | May | May | May | May |
| SCHOOL SCORES* | | | | | |
| Satisfactory Academic Performance and above | 96 | 98 | 85 | 98 | 98 |
| Advanced Academic Performance | 21 | 9 | 10 | 27 | 47 |
| Number of students tested | 56 | 46 | 68 | 44 | 53 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | 9 | 2 | 6 | 5 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| Satisfactory Academic Performance and above | 94 | 100 | 84 | 96 | 97 |
| Advanced Academic Performance | 14 | 3 | 12 | 25 | 47 |
| Number of students tested | 35 | 31 | 50 | 28 | 34 |
| 2. Students receiving Special Education | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| Satisfactory Academic Performance and above | 86 | 100 | 80 | 100 | 100 |
| Advanced Academic Performance | 7 | 20 | 8 | 44 | 43 |
| Number of students tested | 14 | 15 | 25 | 16 | 14 |
| 5. African- American Students | | | | | |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| Satisfactory Academic Performance and above | 100 | 97 | 94 | 94 | 97 |
| Advanced Academic Performance | 19 | 3 | 15 | 22 | 44 |
| Number of students tested | 37 | 29 | 34 | 18 | 34 |
| 10. Two or More Races identified Students | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| Satisfactory Academic Performance and above | | | | | |
| Advanced Academic Performance | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |

| 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 school recognizes the importance of success appropriate to grade level objectives in each content area. Our state alternative assessments, State of Texas Assessments of Academic Readiness Accommodated (STAAR A) and the State of Texas Assessments of Academic Readiness Modified (STAAR M) measure mastery of grade level curriculum. STAAR A removes the field test questions embedded in the State Assessment of Academic Readiness (STAAR). STAAR A was administered to the majority of students needing an alternative assessment. STAAR M allows for additional accommodations as documented in the Assessment, Review and Dismissal Committee. The committee includes a campus administrator, parent, diagnostician and teachers. Students considered for an alternative assessment perform significantly below grade level. Individualized educational plans, goals and objectives reflect the individual needs and academic priorities for these students. Additional resources including time, personnel and small group settings assists special needs students to narrow learning deficits. The goal of the school is to minimize the gaps in learning from year to year so that each student exits the campus and enters middle school with grade level competency and prepared for success.