

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. Kathie Thompson

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

Official School Name Mt. Vernon Intermediate School

(As it should appear in the official records)

School Mailing Address 501 HWY 37 South P.O. Box 1139

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

City Mount Vernon State TX Zip Code+4 (9 digits total) 75457-1139

County Franklin County State School Code Number* 080901102

Telephone 903-537-2546 Fax 903-537-7093

Web site/URL http://www.mtvernonisd.net E-mail kthompson@mtvernonisd.net

Twitter Handle _____ Facebook Page www.facebook.com/mvintermediate 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. John Kaufman E-mail: jkaufman@mtvernonisd.net

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

District Name Mt. Vernon ISD Tel. 903-537-2546

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. Jim Kober

(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):
- 1 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	63	74	137
6	61	45	106
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	124	119	243

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 5 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66 % 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: 15%

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	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	243
(5) Total transferred students in row (3) divided by total students in row (4)	0.152
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 7%
16 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 59%
 Total number students who qualify: 138

Information for Public Schools Only - Data Provided by the State

The state has reported that 59% 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: 9 %
21 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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</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:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 12:1

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%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: Mt. Vernon ISD is committed to partnering with parents and community members to provide students with an educational program that prepares them for success.

PART III – SUMMARY

Joshua Foster Johnson, a representative in the Texas Legislature, commissioned the beginning of organized education in Franklin County in 1849. By 1897, there were 38 school districts in Franklin County; the number grew to 44 by 1908. Recorded history reports early settlers relocated to Mount Vernon because “the town had one of the best schools in the Southwest” (Fleming, 1999). With the availability of transportation, consolidation began in 1943, and a County School Board was formed to oversee the various districts. Consolidation of the last two rural school districts in 1964, along with desegregation in 1965, enabled the opening of a new joint campus facility in the fall of 1967, serving just fewer than 500 students. With the construction of Lake Cypress Springs and Interstate Highway 30 in 1972, growth returned to the area and the Mount Vernon school district, which now serves 1,660 students. Over time, the reputation of academic excellence has continued to thrive, attributing to the consistent growth of student population within the Mount Vernon school district.

Located 100 miles east of Dallas, Mount Vernon is predominately agriculturally based; however, the county has diversified to become central to a number of individually owned businesses, a regional distribution center for retail merchandise, and headquarters for a multi-county healthcare services company. Additionally, Mount Vernon is the county seat of Franklin County, which was projected to have a population of 10,660 as of 2013, with a student-age population of 1,962.

As a Title I school, Mount Vernon Intermediate School (MVIS) currently serves 247 students in grades 5 and 6. Its student population is comprised of 54% economically disadvantaged students, 7.69% English Language Learners, 8.1 % gifted and talented students, and 1.62% homeless students. The attendance rate is 97%. The growing number of economically disadvantaged students has required us to be more responsive to the emotional needs of our students. Focusing on the needs of our students has required staffing changes and our staff seeking more intuitive ways to reach our students. The mission statement of Mount Vernon is - “The Mount Vernon Independent School District, in its uncompromising commitment to academic excellence and in partnership with parents, community, faculty, and staff, will secure for every student “an exceptional academic program that helps each student: 1) Become a lifelong learner; 2) Be committed to responsible citizenship, provide service to others and practice ethical attitudes, beliefs, and behaviors; 3) Maximize his/her learning potential; 4) Develop intellectually, emotionally, socially, and physically; and 5) Become productive and cooperative members of the world through technology.”

Mount Vernon Intermediate embodies the mission daily through engaging, student-centered curriculum and innovative teaching practices that include collaboration from staff, parents, and community to empower each and every student to realize his/her unique abilities. More importantly, Mount Vernon Intermediate School personifies family which is the backbone of its tradition of excellence. In an effort to encourage and motivate students to become voracious readers and exceptional math students, the campus, supported by local businesses, has implemented specialized programs to support learners. To enrich state-based standards, the science department encourages students to actively participate in project based learning activities. MVIS actively partners with the community to ensure the physical, emotional, social, and cultural well being of every student through mentoring programs. To further enhance educational opportunities for our learners, the PTO actively partners with parents to support our students’ educational needs through planning, information sharing, and fundraising as well as assisting in designing a safe and productive learning environment. Furthermore, our campus philosophy believes in and strongly promotes service to others and the world in which they live. MVIS Student Council supports collaboration, and students share ideas to raise funds for school-wide activities, community projects, school reform, and assistance to disadvantaged citizens. Our most successful project was raising money for a local student that had been hospitalized due to illness. The campus-wide recycling program teaches students the importance of preserving their natural environment. Embracing all opportunities to appeal to multiple intelligences, the campus offers physical education, technology instruction, yearbook design, choir, band, and mariachi. Experiences are continually provided to enrich students’ lives, to ignite a passion for learning and to foster them to become successful, independent adults in a global society.

A philosophy of high expectations for every student and a dedicated staff committed to utilizing research-based instructional strategies such as project based learning and differentiated instruction, Mount Vernon Intermediate has earned the following state accountability ratings and honors:

State Accountability Ratings - Gold Performance Acknowledgments (TAKS);
2009-2010: Exemplary-Attendance (08-09); Commended Math & Science ;
2010-2011: Recognized-Attendance (09-10); Commended Science; Comparable Improvement: Math.

State Accountability Ratings - Distinction Designations (STAAR);
2011-2012 (Ratings and Distinction Designations not given due to changes in state assessments);
2012-2013: Met Standard-Academic Achievement Read/ELA, Math & Top 25% 2013-2014: Met Standard-Academic Achievement Read/ELA, Math & Science; Top 25% Student Progress & Closing Performance Gaps; Postsecondary Readiness.

The tradition of excellence and commitment to high achievement, while teaching the “whole” child, has proven instrumental in establishing Mount Vernon ISD as one of the most desirable districts in the region. The mantra for students and staff is summarized in Booker T. Washington’s quote: “Excellence is to do a common thing in an uncommon way.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/English: Mount Vernon Intermediate ELAR curriculum follows the state required standards, the Texas Essential Knowledge and Skills, supported with a variety of effective resources and relevant instructional material. Basic skills are reinforced in small group instructions and tied to high-level differentiated instruction using material that is interesting and relevant to hold students' attention. Utilizing our reading fluency screening, and high quality instruction, a plan of action is formulated to meet specific needs of students in order for them to reach attainable goals. All students are then able to see success on their own level and at their own pace which enables them to accomplish individual goals and progress toward higher goals. On-going screenings of students are essential to their success. Decisions about the intensity and the variety of instructional methods are based on the academic reading performance of individual students. The increasing intensity of instruction builds upon the strong base of comprehension and application. When working toward student motivation, the ELAR program integrates technology by using interactive software and online reading programs to monitor and assess reading achievement. Cooperative groups, challenging activities, and hands-on applications allow the higher achieving students to expand their academic growth.

Math: In math, the state required Texas Essential Knowledge and Skills are addressed through a variety of resources and methods. Emphasis is placed on fundamentals such as basic math facts through a Math Magician contest. This prerequisite allows students to gain a deeper conceptual understanding of mathematical concepts. Our more advanced students are challenged to further develop their skills in cooperative teams using the math workshop model where students work together using manipulatives and interactive technology to solve real world problems with a high level of depth and complexity. The needs of struggling learners are also met through songs, rhymes and other meaningful instructional scaffolding techniques. Students with existing gaps in math instruction are served in our Success program. This is a program that identifies gaps in basic skills and strives to fill those using prescribed learning activities.

Social Studies: The social studies classroom provides a continuation of the reading classroom. Cause and effect, reading comprehension, main idea, and sequencing are taught daily in social studies. Vocabulary is reinforced for struggling learners through games, hands-on activities and learning centers. A variety of instructional aids are used to make connections between the world today and the nation's history. Journals, textbooks, and foldable activities are used to teach concepts. Technology also supports learning in the social studies classroom through research on inventors, colonial investigations, and online study sites. Plays, newscasts and stories are utilized to help teach the social studies curriculum. Fifth grade recently hosted a project based learning activity Pioneer Day where students were transported to a time long ago in their dress, food, games and activities. The community donated food and helped prepare a traditional meal. To provide accuracy in dress, food, games and activities the students researched the lifestyle of the pioneers and incorporated their findings into the planning the event. The social studies classroom is based on our state mandated Texas Essential Knowledge and Skills and designed to make learning meaningful and fun.

Science: The science program focuses on inquiry-based activities that challenge students to wonder, think critically, and become responsible for their own learning. Students often work collaboratively in small groups to complete lab activities related to the TEKS. The curriculum follows the 5-E instructional model, engaging student in hands-on activities for the majority of instructional time with the teacher as the facilitator. A variety of instructional resources-- including nonfiction texts, textbooks, journals, foldables, Internet resources and STEM activities-- are used to teach key science concepts. Science content vocabulary is taught weekly and reinforced through daily activities, investigations, and hands-on and interactive science lab activities. The integration of technology into science based concepts enhances instruction and student performance. Students practice, review content, and take tests using online programs. Both science labs include an Apple TV and are fully equipped with appropriate lab safety equipment and required scientific tools. Mount Vernon Intermediate students practice science at home with parental support through the experimentation and presentation of a science project following the steps of the Scientific Method. Teachers participate in the Region VIII Science Collaborative which provides training and professional development

for the strengthening of the overall science program. While learning and reviewing key scientific concepts, students attend a three-day overnight science camp where they experience science in action in an outdoor setting. A certified therapy dog is available to students during science classes for observation, training, and overall support. Students learn life science related material, such as inherited traits and learned behaviors, through actual animal interactions in the classroom. This strong science program builds self-confidence and prepares students for future careers.

2. Other Curriculum Areas:

Mount Vernon Intermediate offers students engaging activities and experiences to help support and foster their individual talents and interests. The importance of fine arts education is an integral part of the development of each student. Educators meet student needs by providing enriching classes and offering the following programs to inspire and encourage them. Physical Education - Healthy bodies create healthy minds, and a strong physical education program empowers students to form life-long healthy habits. MVIS students attend daily physical education classes that are taught by fully certified and trained professionals. Students are offered a variety of physical activities to help develop health related awareness, physical competence, cognitive understanding, and positive attitudes about physical activity. Teachers follow both the physical education and health standards as found in the state mandated Texas Essential Knowledge and Skills. All students are involved in Jump Rope Heart and other activities that raise money and promote awareness about health issues. They also participate in a field day competition that includes various running events, an obstacle course, a class tug-of-war, hula-hoop contest, and other physical games. Adaptive physical education classes are offered for those students with physical disabilities and challenges. These students have the opportunity to interact with a school therapy dog. It is important to involve all students in fun physical activities and to support their overall health. Through a variety of activities that make learning fun, coaches and staff are building a foundation leading to an active and healthy lifestyle.

Technology - MVIS staff and students incorporate technology learning based on our state mandated Texas Essential Knowledge and Skills into the learning environment to stimulate interest, accelerate learning, and to prepare students for the twenty-first century workforce. Technology skills are taught and embedded throughout the curriculum. Four or more computers are available to students in every classroom. Mobile labs contain classroom sets of devices to support learning. All teachers are provided laptops, interactive boards, tablets, and projectors. Televisions are available in all science labs, resource classrooms, and learning labs. A certified teacher provides technology classes for both grade levels where she models the technological steps of various programs through the integration of all subject areas. Relevant use of technology is provided in ways that enhance and develop a successful educational program. Students use technology as a resource while developing lifelong skills of making graphs, giving presentations, conducting research, and utilizing word processing. MVIS provides technological training which supports their students' involvement in both the learning environment and in real world applications.

Fine Arts - Intermediate students are offered opportunities to develop and enrich their individual talents in several areas of fine arts based on lessons designed around Texas Essential Knowledge and Skills. All fifth grade students attend music/band classes two to three times weekly where they are introduced to a variety of musical instruments and components. They are offered the choice of joining a mariachi band, choir class, or musical instrument group in the sixth grade. These opportunities help students enrich their understanding and development of musical talents and interests. Intermediate students also participate in a character education program that teaches key character traits expressed in the pledge of respect, trustworthiness, fairness, citizenship, and responsibility. This class hosts volunteers and community members (veterans, policemen, and firemen) who share through presentations the importance of serving others.

Character education classes foster each student's love of creativity through art projects displayed throughout the hallways. Students have the opportunity to participate in the Red Ribbon Week poster contest and the Region 8 Christmas card contest. All students have the opportunity to participate in UIL events, including Art and Music Memory, where they learn about artists and composers and their great works. Students interested in the performing arts are given the opportunity to become members of the oral reading, impromptu speaking, and modern oratory contests. MVIS recognizes the importance of offering students opportunities to develop and use their creativity and critical thinking skills through the fine arts.

3. Instructional Methods and Interventions:

Mount Vernon Intermediate provides a dynamic student-centered learning environment in an effort to ensure optimal learning opportunities for all students. In order to meet individual student needs, a highly qualified staff utilizes a variety of instructional methods to teach the TEKS curriculum. Teachers implement hands-on learning activities, integrate technology, and utilize project based learning to motivate students to achieve success. Small group activities challenge students to use problem solving to clarify concepts, conduct research, construct foldables, and create products. Students learn to work collaboratively, think critically, and act responsibly for their own learning.

Technology integration, an integral part of instruction at MVIS, enhances learning by providing students an abundance of information and programs that motivate, promote, and inspire learning in an ever changing world. Cross curricular experiences that integrate reading, writing, and critical thinking skills create a rich learning environment in all subject areas. Students participate in project-based learning activities in an environment where they are encouraged to be risk takers and are given opportunities that allow them to grow academically. High level, interdisciplinary instruction is guided by assessment data on a regular basis to ensure student mastery, achievement, and readiness for upcoming learning experiences.

An individual student approach guides instruction and assures that intervention is provided so every student has the opportunity to succeed. Tools including data disaggregation software, reading diagnostic and evaluation software, online math and reading programs and fluency checks are available to evaluate student performance. The information is used by our Success center allow staff and classroom teachers to identify learning gaps and develop intervention plans specific to the needs of each student. The Success center staff use the data to prescribe sequential learning activities and mastery checks so students can continue to make academic gains. Classroom teachers use the data to provide all learners opportunities through collaborative groups, individual tutoring, and literacy group skills to enhance their subject matter.

An interventionist and a highly qualified paraprofessional staff provide support to meet students' needs by re-teaching, reviewing, and remediating as determined by the assessment data. Each well-organized classroom is equipped with up to date resources that allow ALL students to thrive in a rich academic and supportive atmosphere.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Assessment results play a vital role in monitoring student progress and guiding instruction at MVIS. Analyzing state testing data over the past five years has been challenging due to several changes in Texas testing and accountability. Although performance trends from 2009-10 to 2013-14 were greatly affected by these “moving parts,” this data has been used to direct and impact instruction.

Fifth Grade Math satisfactory performance scores for the all-students group and all subgroups remained relatively steady in the mid to high nineties during the 5-year testing span with the exception of an approximate 25 percentage point drop in 2011-2012, the first year administration of the new STAAR. From 2009-10 to 2011-12, the advanced academic performance for all student groups declined as much as 25 percentage points. Unlike the satisfactory performance scores, 5th grade advanced academic performance scores have not recovered.

Sixth Grade Math scores for the all-students group and subgroups experienced a slow, steady decline from 2009-10 through 2012-13, but began to recover in 2013-14. Notably, the Hispanic group satisfactory performance rose to 93% in 2013-14, their highest performance in 5 years. Between 2009-10 and 2011-12, the advanced academic scores for all 6th grade student groups dropped as much as 20 percentage points and remain low.

Fifth Grade Reading satisfactory performance scores for the all-students group and subgroups were relatively stable in the mid to high nineties during the 5-year span with the exception of an approximate 20 percentage point drop in scores in 2011-2012, the first year of the STAAR administration. Fifth grade advanced academic performance scores dropped as much as 27 percentage points in 2011-2012 and remain low.

Sixth Grade Reading satisfactory performance scores for the all-students group and most subgroups steadily dropped from the mid to high nineties in 2009-10 as much as 25 percentage points in the first four years. Scores in 2013-14 improved as much as 18%. The SPED student group showed a decline in scores from 2010-11 to 2012-13 but increased to satisfactory performance 23% in 2013-14. Between 2009-10 and 2011-12, 6th grade advanced academic scores for reading dropped as much as 33 percentage points and remain low.

After careful data analysis, particularly between 2009-10 and 2011-12, the Intermediate teachers and principal determined the need to increase the rigor of instruction if students were to perform at higher levels. Professional development designed to target student needs and incorporate critical thinking skills was planned and implemented. Ongoing professional dialogue and data disaggregation occurs during team planning periods. The hard work of this excellent staff and students has resulted in raising scores in math and reading over the past two years. All student groups have shown remarkable growth. The 6th grade SPED student group scores rose from 42% to 80% in Math and from 50% to 73% in Reading from 2012-13 to 2013-14. All other student groups for 5th and 6th grades in Math and Reading were 90% or above in 2013-14. MVIS is proud of its progress and energized by its eager, outstanding students.

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

Many types of assessment are used to drive instruction and student performance at Mount Vernon Intermediate. Teachers, both individually and as teams, evaluate data to diagnose strengths and weaknesses of student performance. In order to maximize student success, all teachers engage in careful, constant collaboration and communication regarding performance. State assessment results, as well as data disaggregation reports, provide teachers yearly performance information that helps the campus evaluate instruction and plan for summer school and the following year. Local assessments, including benchmark tests and informal observations, are used at strategic times for maximum results. Monthly collaborative team meetings among all grade level teachers and specialists are held to design plans of intervention for learners.

Targeted instruction is designed with the data results and delivered in small groups during academic class periods, early morning and after school tutorials, or during the last period of the day which is a designated intervention time for all grade levels.

Recent test data has shown that Academically Advanced numbers in reading and math are decreasing in all student populations. Due to these findings, more project-based learning activities are being incorporated and the School Wide Enrichment model is being experimented with in order to increase rigor in instruction.

Parents are kept informed of student progress through various means. Teachers feel that parent awareness of student performance is a must, and much attention is given to this detail. Parent conferences are scheduled frequently to discuss data findings and assessment scores. Progress reports are sent home every three weeks followed by a report card at the end of the six-week grading period. Grades are always available for parents to view in the online parent portal where they are also able to sign up for student performance email alerts. Grade level parent meetings are held throughout the year to convey grade level expectations and answer any questions from pertaining to their child's academic achievement on state assessments.

Student success is shared with the community through the MVIS webpage, MVIS Facebook page, the local newspaper, and the awards assemblies at the end of each semester.

Part VI School Support

1. School Climate/Culture

Since Mount Vernon Intermediate is a Title I school, many students must first have their primary needs met before they can give their full attention to schoolwork. Mount Vernon Intermediate continuously works to motivate its students, a challenge that the whole campus embraces.

The campus has incorporated many strategies to assist with meeting the social, emotional and academic needs of all students. As an incentive for good behavior, students are allowed to work in the recycling room during designated periods of the day. They are hired or fired based on grades, attitude, and overall character traits they display throughout the school day. Students offered this opportunity are usually those who are hard to motivate, and they respond well to this type of reward.

Sensory pressure pillows have recently been provided, as well as exercise therapy balls, for students to sit on in place of regular school chairs/desks. These items allow students with different learning needs to be successful in every classroom setting. A certified therapy dog provides encouragement and emotional support to all students and staff. This year another therapy dog has been added– a puppy in training – and all students take ownership with his care and training.

Character education classes are provided for all students and teach them the value of being good citizens with the CEO Club (Chief Example for Others). These students decorate luminaries for a local Relay for Life walk, decorate chemo bags for the cancer treatment center, send letters to servicemen and women, and create and deliver Christmas cards to local nursing home residents.

The Intermediate principal strives to make all stakeholders feel appreciated and valued. She kicks off each new school year with a scavenger hunt and other fun activities that allow the staff to get to know one another and appreciate the talents and abilities that abound on the campus. Staff members are encouraged to seek out new teaching techniques and training to best meet the needs of the students. If data reinforces the need, then the ideas are supported and the training is provided. Her office door is open to students, staff and parents to share concern or to celebrate successes. Appreciation of students and staff is shown by providing positive behavior supports to the students and teachers throughout the year: examples include an onsite coffee bar, and spirit shirts for the staff, a Graffiti Wall for the students to sign and special lunches for staff and students.

The entire Intermediate staff works together to help students grow academically, socially, and emotionally. As a result, MVIS students become productive, confident, and successful citizens who are ready at the end of the year to progress to the next level of success.

2. Engaging Families and Community

Mount Vernon Intermediate strives to intertwine positive family relationships into its school environment. Students must come to school feeling safe and secure in order to reach the rigorous standards set by the state. In order to do that, parents and family members are kept in close contact. This school believes in providing good customer service to its students and their families. Parents feel very welcome and comfortable contacting the school for information or to share concerns they have about their child.

Several community based mentoring programs are offered. A Boys Breakfast Crew meets each Wednesday morning before school. The goal is to let the boys see successful young men from the local community in a positive light having fun. They visit Dallas Cowboy stadium on a grant the school receives due to its large number of economically disadvantaged students. A Ladies Luncheon group, composed of young women from the community, exposes the girls to manners and other social concepts that lead to a strong self-esteem. Both of these groups make at least one college visit each year. The 5th grade partners with Lowe's Distribution center for a study guide mentoring program for students in need of assistance. During the seven years of this program, Lowe's has provided furniture and labor to enhance the atmosphere of the

room they meet in each week.

Local banks sponsor activities for the campus such as a Million Word Reading Challenge, Think Yourself Out of the Box math challenge and a local spelling bee. Fifth-graders visit Sky Ranch each year for an overnight science camp. Financial assistance for this trip comes from parent led fundraisers and donations from the community. Parent volunteers assist with chaperoning this event. Key Club sponsors a bake off for the community and the money collected supports the Sky Ranch fund.

The principal teaches an adult ESL class two nights each week to parents in the community who want to learn English to help their children or to improve their lifestyle. This provides the parents a comfort zone at the school and encourages them to become more involved in their children's education. The Community in Schools coordinator helps families meet the basic needs of students so they can continue to come to school and learn. She provides transportation and financial assistance for medical appointments, clothing, school supplies, rent and assistance with utilities.

Student needs are very important to Mount Vernon Intermediate, and the faculty is committed to the philosophy to do whatever it takes to find the resources and assistance to support their students and their families so education can be a priority in their lives. By investing in our students' social and emotional growth, they grow academically and are prepared for the future.

3. Professional Development

Staff members at Mount Vernon Intermediate receive an abundance of professional development based on the needs of their students. Testing data based on our state mandated TEKS, surveys, observations and teacher input determine professional development needs.

Due to changing student needs, an emphasis has been placed on how to meet the sensory requirements of students with behavioral issues such as Autism, and ADHD. With staff development support, fidgets, positive behavior incentives, weighted neck wraps, etc., have been incorporated. The students check these items out as they need them throughout the day. Texas recently changed the Math TEKS, and this has triggered a need for more extensive math professional development. For the past four years, professional math consultants have provided training on the campus to guide teachers on best practices for engaging students and raising their achievement levels. Intermediate math teachers attended the National Math Conference in 2012, and each summer a group of math teachers attend the state math conference.

Last year, a 5th grade science teacher attended the National Science Conference where she won an all expense paid trip for all 5th grade students to attend the Sky Ranch science camp. As a result of the knowledge our science teacher gained and the students' hands on exposure at the three-day camp, a 10% increase in state science test scores was experienced.

Kindergarten through 12th grade Language Arts and Social Studies teachers attended the Writing Academy this past summer. Mount Vernon ISD contracted with the Writing Academy for a local three-day summer training session. The intent was to develop common knowledge across grade levels and subjects to increase the writing skills of students. The campus principal, who has served as an officer for the Region 8 TEPSA (Texas Elementary Principals and Supervisors Association), has been very involved in the state level staff development opportunities the organization provides. In addition, all our MVISD administrators are immersed in the School Wide Achievement Model professional development. As part of that training, they will receive intense training at the University of Connecticut this summer.

The region service center staff provides a variety of training each summer and throughout the school year to reinforce progressive teaching methods. Each year they provide DMAC awareness training for campuses to help administrators and teachers utilize DMAC data, including state and local assessment data. This data drives instruction and professional development needs.

Professional development is ongoing and is determined by the immediate and long-term needs of our students. Training that the staff receives is shared in a collaborative manner that enriches student success.

4. School Leadership

A student focused leadership philosophy is evident among Mount Vernon Intermediate leaders as they work with teachers and staff to provide students a safe, supportive, and engaging learning environment. The structure, made up of the principal, dean of students, and campus interventionist, leads by example as they work with teachers and staff to optimize learning and achievement by focusing on meeting the needs of all students.

The Intermediate principal has the ability to effect change while empowering those she leads. She provides inspiration to her teachers and staff as she encourages them to implement hands-on learning, the use of technology, and their own creative ideas in their classrooms. She supports her staff by providing professional development, establishing and leading professional leadership teams, and providing materials and supplies necessary for student success. She motivates her staff to think outside the box and to implement reading, math, science, and social studies challenges that engage and encourage all students to excel academically. The principal believes that all stakeholders are integral in insuring student success, and she coordinates community and parent volunteers who provide support for campus activities and mentoring for Intermediate students.

The dean of students provides valuable support for teachers as they work to maximize learning for all students. She serves as the campus testing coordinator, and plans and oversees state testing on the Intermediate campus. She utilizes student achievement data and works with teachers to develop instructional plans for struggling students in the area of Response to Intervention. The dean of students directs her campus in providing support for students with disabilities by leading the campus 504 committee and by working with the district special education department in the student referral process.

The Intermediate interventionist is a constant resource for teachers as they seek to ensure academic success for every child. She works continually to disaggregate student achievement data and to target specific knowledge and skills that require additional instruction and intervention. Intermediate teachers rely on her expertise to help them meet specific student needs. An experienced teacher herself, the interventionist successfully works with individual students and small student groups to provide instruction that supports and clarifies difficult classroom concepts.

Mt. Vernon Intermediate leaders focus on their school's mission to partner with parent and community members to provide students an educational program that prepares them for success. The leaders' work ethic and their commitment to student success empower and inspire an outstanding staff to continually strive for excellence.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Texas Assessment of Knowledge and Skills</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above					92
Advanced Academic Performance					41
Number of students tested					105
Percent of total students tested					100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above					90
Advanced Academic Performance					40
Number of students tested					55
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					90
Advanced Academic Performance					29

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					21
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					94
Advanced Academic Performance					48
Number of students tested					71
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: Our 4th grade scores are only included for one year due to a restructure of the district. The 4th grade students moved to the elementary campus.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Texas Assessment of Knowledge and Skills(2009-2011) and State of Texas Assessments of Academic Readiness (2011-2014)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson/Texas Education History</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Mar	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	98	86	97	98
Advanced Academic Performance	35	24	23	45	51
Number of students tested	93	128	112	102	106
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	7	7	6	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	98	97	77	95	97
Advanced Academic Performance	21	21	12	33	46
Number of students tested	48	77	66	58	59
2. Students receiving Special Education					
Satisfactory Academic Performance and above		100	30		
Advanced Academic Performance		8	0		
Number of students tested		12	10		
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	73	92	100
Advanced Academic Performance	30	14	5	17	40
Number of students tested	23	29	22	24	20

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	98	91	98	99
Advanced Academic Performance	37	29	29	58	60
Number of students tested	63	84	79	64	75
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

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

NOTES: In 2011-2012, the State of Texas transitioned the state wide assessment program from the Texas Assessment of Knowledge and Skills (TAKS) to the more rigorous State of Texas Assessment of Academic Readiness (STAAR).

The Mt. Vernon Intermediate scores in all areas of 5th grade math showed a slight decline in all areas during the transition year. The following year our scores rebounded and continue to show improvement.

Our number of students taking alternate assessments are above 3%. Many of these students have specific learning disabilities or considered other health impaired. Our teachers work extremely well with our special needs students and strive for them to remain in the mainstream education placement with their grade level peers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Texas Assessment of Knowledge and Skills (2009-2011) State of Texas Assessment of Academic Readiness (2011-2014)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson/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	92	91	92	95	95
Advanced Academic Performance	22	33	25	37	41
Number of students tested	128	122	106	109	106
Percent of total students tested	99	100	100	99	99
Number of students tested with alternative assessment	11				
% of students tested with alternative assessment	9	7	9	7	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	90	86	89	95	94
Advanced Academic Performance	15	20	14	30	35
Number of students tested	80	70	63	60	52
2. Students receiving Special Education					
Satisfactory Academic Performance and above	80	42	64	90	
Advanced Academic Performance	7	8	0	0	
Number of students tested	15	12	11	10	
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	93	88	80	83	89
Advanced Academic Performance	20	25	20	29	39
Number of students tested	30	24	25	24	18

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above	90		91		
Advanced Academic Performance	10		0		
Number of students tested	10		11		
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	93	93	97	100	97
Advanced Academic Performance	23	36	30	45	45
Number of students tested	82	84	66	76	78
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

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

NOTES: In 2011-2012, the State of Texas transitioned the state wide assessment from the Texas Assessment of Knowledge and Skills (TAKS) to the more rigorous State of Texas Assessment of Academics Readiness (STAAR).

Our scores for 6th grade math remained consistent during the transition from TAKS to STAAR in 2011. In 2014, our socio-economic group and the our Hispanic sub group showed a dramatic increase in their performance on the STAAR test over the previous year.

The percent of students taking an alternate assessment is above the 3%. Many of these students have specific learning disabilities or are considered other health impaired. Our teachers work extremely well with our special needs students and strive to keep them in the mainstream education placement with their grade level peers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Texas Assessment of Knowledge and Skills</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above					95
Advanced Academic Performance					35
Number of students tested					105
Percent of total students tested					100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above					95
Advanced Academic Performance					22
Number of students tested					55
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					90
Advanced Academic Performance					14
Number of students tested					21
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					97
Advanced Academic Performance					46
Number of students tested					71
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 4th grade scores are only included for one year due to a restructure of the district. The 4th grade students moved to the elementary campus.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Assessment of Knowledge and Skills (2009-2011) State of Texas Assessment of Academic Readiness (2011-2014)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson/Texas Education Agency</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Mar	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	95	81	98	94
Advanced Academic Performance	22	16	17	47	43
Number of students tested	93	129	112	102	106
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	7	7	4	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	96	94	71	98	93
Advanced Academic Performance	13	9	9	40	36
Number of students tested	48	78	66	58	59
2. Students receiving Special Education					
Satisfactory Academic Performance and above		92	70		
Advanced Academic Performance		0	0		
Number of students tested		12	10		
3. English Language Learner Students					
Satisfactory Academic Performance and above		100			
Advanced Academic Performance		8			
Number of students tested		13			
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	93	73	100	95
Advanced Academic Performance	9	14	9	38	30
Number of students tested	23	29	22	24	20
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
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	97	96	82	97	99
Advanced Academic Performance	24	20	22	53	51
Number of students tested	63	85	79	64	75
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					

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

NOTES: In 2011, Texas transitioned from the Texas Essential of Knowledge and Skills (TEKS) to the more rigorous version State of Texas Assessment of Academic Readiness (STAAR). During the transition year, our scores in all areas declined. The past two years, our scores have shown significant gains in all areas.

Mt. Vernon Intermediate scores in 5th grade reading showed a slight decline during the transition year. The following year our scores rebounded in all areas. The exception to that being the Hispanic/Latino students in the Advanced Academic performance.

The percent of students taking alternate assessments is above 3%. Many of these students have specific learning disabilities or are considered other health impaired. Our teachers work extremely well with our special needs students and strive to have them remain in the mainstream education placement with their grade level peers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Texas Assessment of Knowledge and Skills (2009-2011) State of Texas Assessment of Academic Readiness (2011-2014)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson/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	87	90	94
Advanced Academic Performance	16	32	20	32	49
Number of students tested	128	122	106	109	106
Percent of total students tested	99	100	100	99	99
Number of students tested with alternative assessment	11				
% of students tested with alternative assessment	9	6	6	7	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	90	76	81	87	96
Advanced Academic Performance	11	19	11	17	44
Number of students tested	80	70	63	60	52
2. Students receiving Special Education					
Satisfactory Academic Performance and above	73	50	64	40	
Advanced Academic Performance	20	33	9	0	
Number of students tested	15	12	11	10	
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	93	75	80	88	100
Advanced Academic Performance	7	21	24	17	44
Number of students tested	30	24	25	24	18

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	90	88	89	92	94
Advanced Academic Performance	21	36	21	41	53
Number of students tested	82	84	66	76	78
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

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

NOTES: In 2011-2012, the State of Texas transitioned the state wide assessment program from the Texas Assessment of Knowledge and Skills (TAKS) to the more rigorous State of Texas Assessment of Academic Readiness (STAAR).

During the transition year and following year from TAKS to STAAR, our 6th grade reading scores showed a great decline. In the 2014 school year, our scores showed significant growth in all areas.

The 6th grade reading Advanced Academic Performance remained steady in all sub groups during the transition from TAKS to STAAR. We have recognized the decline in this area for the 2013-2014 school year and are working to improve this for the upcoming school year.

The number of students taking alternative assessments is above the 3% cap due to the large number of students with specific learning disabilities in reading.