

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Dr. Magdalena Aguilar

Official School Name: Escontrias Elementary School

School Mailing Address:    205 Buford Rd  
   El Paso, TX 79927-1607

County: El Paso                      State School Code Number: 071909111

Telephone: (915) 937-4100    E-mail: maguil01@sisd.net

Fax: (915) 937-9212              Web URL: http://www.sisd.net/escontriasecc/site/default.asp

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Xavier De La Torre    Superintendent e-mail: xtorre@sisd.net

District Name: Socorro Independent School District    District Phone: (915) 937-0000

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Antonio Ayub

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 27 Elementary schools  
 (per district designation) 8 Middle/Junior high schools  
8 High schools  
0 K-12 schools  
43 Total schools in district
2. District per-pupil expenditure: 5985

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	3	0	3		<b>8</b>	0	0	0
2	69	77	146		<b>9</b>	0	0	0
3	56	61	117		<b>10</b>	0	0	0
4	71	84	155		<b>11</b>	0	0	0
5	62	71	133		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>554</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
99 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
1 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	13
(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, 2009	554
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 48%  
 Total number of limited English proficient students in the school: 268  
 Number of languages represented, not including English: 1  
 Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 90%  
 Total number of students who qualify: 498

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%  
 Total number of students served: 55

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>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>11</u>	<u>4</u>
Total number	<u>55</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	92%	85%	76%	86%	80%
Teacher turnover rate	10%	5%	19%	11%	13%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Teacher attendance includes teachers who were on FMLA. Teachers on FMLA include pregnancies.

Teacher turnover rate includes teacher retirements and in 2007-2008, there was a change in administration that impacted the turnover rate.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Escontrias opened its doors in 1924 as the first school in the Socorro Independent School District. Situated on land donated by Silverio Escontrias, it is located only two miles away from the border of Mexico. The school is a community school that has served as a hub of activity for generations. However, past activities were heavily weighted toward socialization with little emphasis on education. The Escontrias environment has evolved into an educational community center dedicated to high standards for both students and their families. This has been accomplished with a no excuses philosophy. With more than 90% Hispanic economically disadvantaged children, the myriad challenges of achieving at high academic standards have been faced, met and overcome.

Escontrias is located in a community of visible poverty, surrounded by public housing and mobile homes. Students' living conditions consist of extended family arrangements, broken family situations, non-English speaking parents and educational levels below a high school diploma. Amid the poverty, Escontrias sits like jewel in the middle of this community... the pride of the valley.

Traditionally, the community viewed Escontrias as a place to meet with other parents and discuss family affairs or happenings in the community. The parental involvement and academic successes were minimal. The campus bordered on an academically acceptable rating for years, and through the development of a new mission and transformation, Escontrias became an "Exemplary" rated campus and has received numerous state and national recognitions within a remarkable short time span of three years.

In 2007-2008 Escontrias was presented with a completely new administrative team. This new team refocused the staff and started the transformation of the school. The journey of excellence began by establishing an uncompromising mission towards success. The mission can be easily articulated by the learning community. Our mission "to provide a safe learning environment for all students with the expectation that all students can and will succeed" is now the foundation of our belief system. Our teachers and our children promote the mission in the morning announcements, broadcasts, rallies, hallway posters and classrooms. The term "superstars" reigns through the hallways and students along with teachers feel honored when they are described as "superstars".

Through the many initiatives to improve student academic performance, Escontrias received a "Recognized" rating for the 2007-2008 school year and has continued the journey of excellence with back to back "Exemplary" ratings from the state.

It is clearly visible that this is a school that promotes student learning and motivation as one enters the main lobby, which prominently displays accolades and posters. The transformation to excellence is reinforced by selecting a yearly song that the students articulate daily that proclaims our mission of excellence. Initially we began with "Ain't No Stopping Us Now", continued with "No Boundaries" while "Dream Big" is our current anthem. The lyrics are heartfelt and sung daily to motivate the learning community. The songs have now become a tradition.

What is unique about our campus is that everyone is part of the community of learners who take ownership and pride in serving our students. The community of learners includes the custodial crew, who spend countless hours ensuring the campus is the safest and most conducive environment for student learning. It then continues with our paraprofessionals who dedicate their time in academic support labs and take students "under their wing" to ensure student success. Next, our teachers' passionate commitment to excel is evident in their collaboration both vertically and horizontally to ensure consistency and alignment daily in our curriculum and instruction. During the past three years, the parental involvement has shifted its focus to academic activities with little time for socialization. The Instructional Leadership Team ensures that all systems and resources are focused on the fact that students will succeed. Their dedication is apparent in the success of our students by the phenomenal gains they

have made in three years. The Community of Learners expects excellence via the many initiatives such as Library Nights, Cultural Celebrations, Paw Power Assemblies, Student Led Conferences, Vertical and Horizontal Planning, and extended day and week tutorials which have now become traditions.

Along with our back to back "Exemplary" status, our campus has received:

- Texas Education Agency (TEA) Gold Performance Acknowledgements in the areas of math, reading, writing and science
- Texas Business Educator's Coalition Honor Roll Award (TBEC)
- National Center for Urban School Transformation Award (NCUST)
- Texas School Ready! Certification
- National Center for Educational Achievement (NCEA) Higher Performance School Award
- Region XIX Hall of Fame Honors
- Broad Site Visitations

Defying the conventional socio-economic challenges and ingrained excuses for mediocre academic achievement has been an arduous struggle. By giving every one of the students more than one opportunity to succeed and instilling an uncompromising commitment to excellence, the entire community of Escontrias can see the rewards of hard work come to fruition.

**1. Assessment Results:**

Escontrias Elementary takes exceptional pride on the phenomenal gains and successes that have been achieved continuously over the course of the past five years. All students in the state of Texas, 3<sup>rd</sup> through 11<sup>th</sup> grades, are required to take the Texas Assessment of Knowledge and Skills (TAKS) test. The TAKS assessment is an indicator of student success based on the Texas Essential Knowledge and Skills (TEKS), the state curriculum and student expectations. Assessment data is maintained for individual campuses, districts and the state to monitor and track student achievement, thus ranking each, utilizing a 4 tiered rating system. Ratings are percentage based, determined by the number of students passing the state assessment.

The following table provides for a snapshot of the Texas State Performance Ratings.

<i>State Performance Ratings</i>
Exemplary 90% + passing rate for all students
Recognized 80% - 89%
Academically Acceptable 70%
Academically Unacceptable below 70%

The uncompromising commitment to excellence of student achievement at Escontrias has resulted in an incredible and genuine success story. Over the course of five years, the staff and students at Escontrias Elementary have far exceeded expectations taking the campus from Academically Acceptable to Recognized, and recently to the most prestigious state rating level of Exemplary for the past two years. This is an incredible accomplishment by any education standards. More detailed campus information is available through the Texas Education Agency Academic Excellence Indicator System, which is available through the URL, <http://ritter.tea.state.tx.us/perfreport/src/2010/campus.srch.html>.

Escontrias also takes great honor with a current state assessment passing rate of 92% for all tests taken compared to only 49% in 2005-2006. In analyzing content specific pass rates over the past five years, Escontrias continues to demonstrate improved performance in all tested areas. Specifically, reading scores have jumped from 67% to 94% students passing the standard. In math, students' scores have risen from 61% to 93% passing. Writing scores have also improved from 67% passing to an outstanding 98% passing rate. Our lowest scores in the 2005-2006 school year were in science when only 58% of our students met the passing standards. For the 2009-2010 school year, 93% of our students passed.

In addition, student success is not limited to simply meeting the standard, but continuously striving to exceed the standard by students receiving a Commended Performance rating on their state assessments. This measure refers to the highest performance level on the TAKS, as set by the Texas Education Agency. Students who achieved Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. Escontrias students are highly encouraged on a daily basis to not only reach the Commended Performance level, but to be the best of the best. Escontrias achieves an extraordinary percentage rating of students achieving Commended Performance, amongst the highest in the Socorro Independent School District. Escontrias has increased this percentage 24% in Reading, 32% in Math, 48% in Writing and 38% in Science, over the past five years.

The 2009-2010 commended performance scores indicate that 41% of our students show mastery in reading and 47% excel in math. Writing shows a significant improvement of 52% of students demonstrating command of this skill. Science has seen an increase to 50% of students designated with commended performance.

The campus continues to progress in student achievement through other acknowledgements from the State of Texas. Escontrias has also received Gold Performance Acknowledgements from the Texas Education Agency for Commended on Reading, Commended on Writing, Commended on Math and Commended on Science in the years 2008, 2009 and 2010.

Although the campus has demonstrated these significant gains over the past five years, categorically there is no doubt that the strongest achievements have occurred over the past three years. The passing and commended performance percentages illustrate this, showing substantial increases in the 2007-2008 school years. During the 2007-2008 school year Escontrias began an entire paradigm shift through raising the student, teacher, staff and administrative expectations, realigning curriculum, redesigning instructional delivery, targeting small group intervention, accountability throughout the campus, as well as an unprecedented drive to involve our families and other members of the community focused on the success of the students.

## **2. Using Assessment Results:**

Assessment data is utilized extensively to determine individual, concept-specific student needs to identify areas of focus for continued improvement. It is through a constant analysis of data that Escontrias has achieved such high gains over the course of the past five years. Although many organizations follow a commitment to data driven instruction, Escontrias takes this commitment yet another step further. All three, six and nine week benchmark assessments and the Texas Primary Reading Inventory (TPRI) testing are uploaded into data analysis programs. Upon student completion of these assessments, test documents are scanned to acquire immediate results. The data analysis results are reviewed by teachers, leadership and administration. During this review, data is not only analyzed to identify areas of concern, but also to re-evaluate how instruction is being conducted in the classrooms. These reports are further broken down by members of leadership in a manner that allows administration to identify strengths of individual teachers and grade levels. This allows for teachers and grade levels to plan both horizontally and vertically during scheduled planning time to implement best practices in the classroom.

Data from assessment results is also utilized as a resource to identify struggling students in need of intense intervention. Once identified, members of leadership work extensively with those students to provide them with additional support through differentiated instruction in small groups. This instruction is content, concept and student specific, thus providing each identified student with targeted instruction for their individual needs.

In addition, teachers, members of leadership and administration have implemented several other campus programs and initiatives to provide differentiated services to, not only those students in need, but also to further challenge those students on grade level. These programs and initiatives include teacher small group classroom intervention, after school tutoring, Saturday and intersession camps, early bird and after school support labs and Monday Mania, wherein students rotate amongst teachers within their grade level to receive differentiated instruction.

Throughout the course of the school year Escontrias maintains detailed data binders containing itemized analysis on each student, class, and grade level. At year end, campus staff, leadership, grade levels and administration utilize this information to form classes for the upcoming school year. This ensures that all classrooms contain a diverse group of learners.

## **3. Communicating Assessment Results:**

Equally important to analyzing assessment data for student success is communicating these results to all stakeholders. Escontrias takes pride in the numerous lines of communication with students, parents, community, and staff. This communication is a circle on inquiry and has contributed hugely to their successes.

Escontrias hits the ground running even prior to the first day classes resume in the fall, elaborately communicating the campus expectations to all staff and students regarding achievement. This effort's momentum continues following the first three weeks assessments. After data is collected students, parents, teachers and grade levels, are informed of the results. Progress reports are sent home to parents, repeated every three weeks, until report cards are issued at the end of each nine week period. Beginning of year TPRI results are also immediately communicated. This process allows for instant feedback and coordination through horizontal and vertical teaming implementation of intervention strategies for campus staff, parents and students.

Teachers, leadership and campus administration have open door policies for parents to conference regarding student success. More constructive than this, however, is that Escontrias maintains a philosophy that parent-teacher conferences are student led and teacher facilitated. Students and teachers maintain student portfolios that are the foundation for these meetings. During these conferences students share their portfolios and progress with parents, thus holding students accountable for their own work. Teachers are present should a need arise for content clarification of the portfolio or to address any academic or behavioral concerns.

Escontrias hosts several parent/community nights throughout the school year, coordinated with parent liaisons, leadership and administration to maintain a constant line of communication. These events include sharing campus assessment data and students expectations for the current school year, and include previous year grade level and campus TAKS results for comparison as well.

Through the district's online reporting system, Electronic Home Access Center (E-HAC) parents have real time access to student's grades, attendance, behavior, academic progress and at risk coding. This reporting system also includes student's previous years' state and benchmark assessment data. Links are also provided for parents to access previous and current state assessment results.

Information is provided to parents, who may not have online access, through campus and grade level newsletters to inform them of campus goals and upcoming events. Escontrias continuously maintains a regularly updated and interactive website to support this endeavor.

#### **4. Sharing Lessons Learned:**

Escontrias successes have allowed for numerous opportunities to share best practices.

Bilingual teachers from Laredo, TX, visited to observe our bilingual teachers implement successful second language acquisition strategies.

The Socorro Independent School District was nominated for the Broad Prize for urban education. Due to the overall success in student achievement, Escontrias was visited by foundation researchers and expert practitioners in May 2009. This panel interviewed students, teachers and administrators, analyzed campus data and reviewed policies and best practices found to be effective in three key areas: teaching and learning, district leadership, and operations and support systems.

Upon receiving the National Center for Urban School Transformation Award (NCUST), our teachers, counselors and principal presented our best practices and lessons learned at the annual symposium allowing other schools to learn about our success and accomplishments.

Successes are also shared with local universities and Socorro High School Academy of Careers in Education. Students intern with our teachers and acquire teaching skills and best classroom practices.

Escontrias works both with a local college and Georgetown University's Cooperative Association of States for Scholarships (CASS) program to provide staff development and internship opportunities for Central American and Caribbean countries. Teachers from the Dominican Republic, El Salvador,

Guatemala, Honduras, Haiti, Nicaragua, and Mexico travel from their home country to gain knowledge in the use of our best practices.

Equally important to sharing our successes with campuses, universities and our partnerships, is our strong philosophy in celebrating those successes within our students.

- Monthly Paw Power Celebrations recognize students for top Accelerated Reader points, perfect attendance, most improved, Terrific Kids and vertical team initiative winners. Grade level teacher successes are also honored.
- Successes are announced via campus and grade level newsletters, campus website and student led morning news broadcasts. The principal announces the Math Problem of the Week and Word Wizard winners. These Super Star Students are recognized, photographed and have work displayed throughout the campus.
- Monthly Blue Ribbon Bulletin Board celebrations recognize classrooms far exceeding expectations with the Book of the Month student work displays.
- Leadership identifies Super Star teacher successes, displaying their name on the campus marquee and posting their picture in the main lobby for staff to post congratulatory messages.
- Successes are also recognized with many community cultural celebrations, field trips, family picnics and pep rallies.

## 1. Curriculum:

The Escontrias core curriculum is English Language Arts, mathematics, science and social studies. In all content areas, students are taught using a 90-minute model to ensure that they are provided with tutorial and enrichment opportunities in each content area. In teaching the core content areas, social studies and technology are integrated when teaching math, reading and science. Our vertical teams are math, science, English Language Arts and technology. Each team collaborates to develop teaching strategies in the specified content area that will enhance the learning opportunities of students. Teaching the core areas is done by integrated learning instead of isolated skill-teaching. It is our belief that the content areas are best learned when they are integrated, interactive and interesting. Therefore, the teacher's manage their teaching through the use of learning stations. The stations include intervention stations to re-teach identified weak objectives, to provide enrichment to challenge all students, and to review a concept that has been introduced or taught previously. Along with the district adopted materials, teachers enrich their curriculum with technology resources such as TAKS Scopes, United Streaming and other technological software. This allows for instruction to be differentiated, challenging and motivational for all students.

The district provides benchmarks that are based on the Texas Essential Knowledge and Skills (TEKS), the state standards, and the national standards for education. The core curriculum is based on varied resources including the Vertical Alignment Documents, Instructional Focus Documents, Lesson Plans and Unit Assessments from CSCAPE, the online curriculum management system. Standards, data from assessments, and pacing guides guide instruction in each classroom.

In addition to the core curriculum, the district has also facilitated a visual and performing arts program in the areas of music and arts. The music instructor meets with classes in 45 minute blocks in general music studies. This approach establishes a foundation for students who choose to further develop their music studies. Escontrias extends the district's initiative by celebrating the cultural uniqueness of the community and its children in the fine arts programs. Due to the close proximity to our neighbors in Mexico, Escontrias embraces the concept of educational learning opportunities for the students through their own performing arts experiences. The fine arts program includes a realm of culturally centered enrichment that supports the core curriculum goals and expectations. In addition to teachers providing core instruction, several teachers dedicate countless hours to share their fine arts talents with the students. Whether our Wishbone Choir is singing in harmony for our parents, our Readers' Theatre opening performance at a community function, or the Escontrias Ballet Folklorico group is performing at a parent night, all are accomplished through the teacher's unselfish commitment to serving their students. The pride of Escontrias comes alive through the varied performances for our community as they watch their children perform, thus enhancing self-confidence and public speaking skills.

The physical education program and health program provides students with the knowledge and skills necessary to endure a healthy and physically active lifestyle. The curriculum is based on the TEKS and the eight Coordinated School Health components model and other TEA programs. The instructors also plan with the core curriculum teachers to provide extensions and connections in their classes. Students are periodically assessed, data is collected and instruction is then tailored, through the utilization of the Fitnessgram, a criterion based referenced standard assessment. The assessment measures aerobic capacity, composition, endurance and flexibility. This is one of key factors which has proven to improve student performance academically with significant improvement in attendance rates. The program is extended to parents in Wellness Wednesdays in which parents attend the child's physical education class once a month and actively participate together, engaging in exercise routines and physical activities. The physical education department further exceeds expectations, in cooperation with the campus nursing staff, healthcare agencies and community leaders. Presentations are aligned with the curriculum, including technology, with a focus on maintaining safe and healthy nutritional and physical habits. The coaching team commits many after school hours to support student success by extensive involvement and

leadership with other campus initiatives in the core curriculum areas which include the following: Afterschool Intramural Sports Activities, Campus Recycling Program, Saturday Breakfast Club, School Fundraising efforts, Campus Field Day event, and Support Lab Tutoring.

The community of learners including the administrators, teachers, students and parents, know that every student at Escontrias has varied educational opportunities to learn content in the core curriculum, the visual and performing arts and the physical education, health and nutrition programs. All curriculum components are analyzed and planned to ensure that instructional delivery is based on student mastery of the standards at commended levels.

## **2. Reading/English:**

Escontrias follows a 3-Tier reading model that is Scientifically Based Reading Research (SBRR) supported. Tier I is our district core reading program which is SRA McGraw Hill, Texas Treasures. Tier II introduces supplemental programs and interventions for students who are not showing significant gains. Tier III provides reading instruction to those identified students who continue to lack progression after receiving Tier II support.

All reading classes follow a 90-minute reading model which includes whole group instruction focusing on explicit phonics, phonemic awareness, fluency, vocabulary and comprehension instruction. In addition, teachers administer small group reading interventions. Daily interventions target the individual needs of those students identified by data as needing additional support.

Reading data is used strategically to plan reading stations during Tiers I, II, and III. Students rotate between stations to engage in differentiated reading activities. Teachers provide targeted, direct instruction that includes the use of data and feedback from classroom walkthroughs and student products.

Literacy Stations are implemented during Tier I, II, and III instruction. Stations are customized for reinforcement and mastery of the objectives. The following intervention efforts are specifically targeted for students performing below grade level:

- Fluency Folders are used for recording student fluency rates both at school and home. Students take ownership in tracking their fluency rates and prosody levels. Parents also receive CD recordings of the fluency passage to assist their children at home.
- Interactive Student Notebooks (ISN's) are maintained by every student, which they can utilize as an instructional tool throughout the school year.
- Concept Boards containing graphic organizers are utilized for both introductory and review lessons. Connections during small group instruction are made before, during and after lessons.
- Graphophonemic Spelling Routines are used to provide instruction for specific spelling patterns in the English Language.
- Comprehension Purpose Questions (CPQs) are used to provide students with a purpose for reading. CPQs are given to students prior to reading to focus on a specific reading objective.
- Tutoring opportunities are provided by classroom teachers, reading specialists, instructional aides, and high school volunteers. Students can attend sessions before and after school, the lunch hour, during specifically targeted pull out sessions, Saturdays and intercessions.
- Power Hour Sessions are provided before school where students and parents are given choices of reading in the library, using the computer lab to work on educational software, or participate in interactive science activities in the science lab.

### **3. Mathematics:**

Escontrias Elementary mathematics curriculum consists of reviewing assessment data, the use of C-Scope which is an online curriculum management system to guide instruction and weekly lesson plans prepared for the nine week during power planning. We provide interventions, small groups and pull-outs throughout instruction time to fulfill all of our students needs in the areas they are not mastering. Our three, six, and nine week assessments are rigorous, comprehensive, and created by our teachers. In addition, teachers utilize the assessments data to plan interventions and activities, using the lowest objectives that teachers need to spiral throughout the nine-week period and re-teach the areas of need. We use the 90-minute Math Model where students are learning in heterogeneous groups and interacting with their peers. During our 90-minute math lesson students work in math stations that teachers have created according to what standards students are not mastering, enabling teachers to provide appropriate supplemental materials and re-teach weak objectives as needed. Manipulatives and technology during math stations allow teachers to enhance the curriculum and differentiate instruction.

#### **Interventions:**

- Small groups are interventions conducted by classroom teachers during Math time daily for 30 minutes re-teaching the areas of need.
- Pull-outs are interventions conducted by our leadership team during the day twice a week for 45 minutes targeting the lowest TEKS tested on previous assessments.
- Powering-Up Labs are intervention labs in which teachers select a group of students based on data and address targeted areas of need throughout the day.
- Support Lab is open daily from 7:00 a.m. to 4:15 p.m. to provide instructional support to our students whether it is enrichment or tutorials in all content areas. The instructional support is coordinated by our leadership team.

#### **Enrichment:**

- Math family nights are facilitated by our teachers for our students to showcase projects and to provide extended take home activities for our families.
- St. Jude Mathathon is a community service project in which students raise contributions for completing an interactive math booklet.
- One-Minute Math Club is an initiative conducted every Friday in which students take a one-minute mini assessment on a math objective. When they master the assessment in one-minute, students will reach the "Top Dog House".
- Math Problem of the Week is an activity which affords students to problem solve in a creative manner. The best and most creative problem solver is recognized weekly by the respective grade level.

### **4. Additional Curriculum Area:**

Technology opens the door to a world of learning opportunities. Literature comes to life and exposes students to things beyond their imagination. Our students are transcending technology through the touch of a key stroke and allowing them to “Dream Big!”

By using appropriate research based programs, every computer serves as a tutoring tool to each student at their level. Technology integration such as iStation, a comprehensive reading and intervention program, allows teachers the ability to make informed decisions through adaptive assessments that automatically adjust to the students level providing prescriptive instruction. Destination Math and Reading is a technological tutoring tool to assist a struggling learner. Scan-TEK provides a hands-on approach to science through questioning and student research to test hypothesis and problems in a real science lab atmosphere. The Accelerated Reading Program is used to promote reading and helps increase reading comprehension.

The use of multimedia instruction significantly enhances student learning through the use of various programs such as BrainPOP. This program uses animation, voice, characters and graphics for student motivation. Children display their knowledge through student led projects which are showcased in the Excellence in Technology Awards. For example, students become media specialists by delivering the morning news daily to the Escontrias family. Students also have the opportunity to travel the globe with their annual Celebrations around the World event. During the week of the event, students travel from Ireland, then off to France and end their day in Greece. Each day brings new adventures as students travel from classroom to classroom, exploring the culture and diversity of each represented country. All core content is creatively woven into the celebrations, as students don the traditional attire and discuss the currency, language, culture, food, industry and demographics of their selected countries. This event is created entirely by the students with the classroom teachers working in the capacity of facilitators.

The Fairy Tale Museum in October brings beloved story book characters to life as students become versed in the fiction genre. Through enactments filled with scenery and literature, classrooms are transformed as students simultaneously attain reading and language skills.

Each classroom is equipped with an interactive whiteboard which allows computer images to be projected on a large screen thus providing vivid images in which the students are interacting through the use of a stylus. This combination of picture, sound, and interaction brings real world experiences to the 21<sup>st</sup> century learner.

## **5. Instructional Methods:**

Our school's instructional methods are implemented to focus on high academic expectations for all. Teachers participate in power planning sessions using the backward design approach, analyze data to form assessments, prepare daily open-ended tasks and lessons with product options that meet the student's varied learning styles.

English language learners are challenged with intensive English instruction classes with Spanish support by implementing SIOP (Sheltered Instructional Observation Protocol) which are strategies in comprehensible input, the building of background knowledge, and scaffold instruction. Targeted content and language objectives are displayed in each class to reach the higher level thinking process. All levels of language proficiency are addressed through differentiated instruction.

Class Within a Class (CWC) is the model for special education students. This philosophy encourages students to be challenged in a regular classroom with the support of the special education paraprofessionals and teacher. Although we have self-contained units and Preschool Program for Children with Disabilities (PPCD) units, we strive at having all students experience a CWC setting as part of their schedule throughout the day in at least one content area or more, depending on each child's instructional needs.

Differentiated instruction is tiered by content, process and product based assessments and student data. Teachers layer activities at a level that builds upon what they already know and facilitate their continued learning. Another form of differentiation is through learning stations which not only involve tiered instruction, but allow for flexible grouping. Teachers incorporate diverse ways for students to learn involving open ended inquiry and complex tiered activities beyond the state adopted materials. Teachers provide the guidelines and rubrics and students extend their knowledge with their own products.

Continued differentiation is visible in campus initiatives such as Celebrations Around the World where teachers guide students to research the cultural celebrations, food, customs and traditions of a continent. Students then tour the others with a passport to document their learning experiences. Our Science Invention Convention is another instructional initiative as students become scientists and develop an invention using their accumulated scientific knowledge. Teachers then hold a convention in which all students are invited to view and listen to the inventions of the students. The adventures continue with our Monday Mania in which teachers plan an "out of the box" lesson targeting low achieving objectives

through higher-level thinking strategies. Therefore, students travel to different classrooms with different teachers from the grade level to receive the instruction.

## **6. Professional Development:**

The professional development model at Escontrias is yet another example of their uniqueness. Teachers are provided regular staff development and collaborate as a team to develop lesson plans and assessments, to ensure student success. Teachers work cooperatively with the leadership team to develop and provide quality instruction. Horizontal and vertical teaming contributes to the professional development model.

Horizontal teaming efforts are conducted weekly through 45-90 minute Fantastic Friday and Thrilling Thursday sessions. Teachers are engaged in staff development session with administration, district personnel or the leadership team while their students are enriched through reader's theatre, counseling initiatives, guest speakers or enhancing their curriculum through technology.

The horizontal staff development involves reviewing periodic assessment data, conducting district training, providing intervention and accountability strategies, state and district mandated updates or teachers utilizing this time to collaborate and plan, implementing recently acquired strategies and training.

Professional development is also integrated into the content area vertical teams: language arts, math, science and technology. Each team meets two to three hours per nine-week period to receive staff development in their content area as well as to develop and monitor school initiatives, curriculum, assessment alignment and data analysis. This commitment's focus is towards enhancing the lives and learning experiences of our students.

Monday Mania is an additional 90-minutes of teacher planning time, every three weeks where horizontal teams identify low performance objectives on the three, six and nine weeks assessments. Teacher efforts are supported through aligned staff development provided by the campus leadership team. Lessons must be innovative, interactive, enriching and different from the daily curriculum strategies. Students receive lessons on a rotation basis within the grade level team.

Our staff development is initiated with our Power Planning initiative, which involves our horizontal teams of teachers reviewing benchmark and student data and pacing guides. Based on the results of the data analysis, teachers develop their lesson plans for nine week period, periodic assessments and review the campus initiatives due those nine weeks to assure they are accomplished timely and accurately. Teachers are then provided with instructional strategies and routines to support areas of need as evidence of the data.

Planning continues weekly through the varied opportunities offered. These learning opportunities foster growth and meet changing campus needs to ensure exemplary student results.

## **7. School Leadership:**

The leadership philosophy at Escontrias Elementary is characterized by instructional modeling, collective responsibility, high visibility, and shared accountability. The Instructional Leadership Team (ILT) consists of the principal, assistant principals, counselors, teacher leaders in math, science, reading, physical education, special education, and technology. The team is led by the principal who is committed to the school's mission that "all students can and will succeed". The team meets weekly to analyze data, share research, plan staff development and evaluate student and teacher progress to ensure student success. Each member of the team then works with their assigned grade level and content area to further analyze data which is used to inform the instruction. The principal has provided weekly dedicated planning time for teachers to meet with their grade levels. Monthly vertical team planning meetings also focus on planning lessons to address gaps and adjust the pacing and sequencing of student expectations. In addition to modeling lessons for teachers and team teaching, the leadership team is personally involved by adopting the highest maintenance students who are struggling in one of their academic areas.

Struggling students are identified through data and they receive one-on-one prescriptive instruction from their respective leadership team member.

The principal is the instructional leader who leads by example and embodies high expectations by modeling lessons for teachers, grading writing samples, conducting staff development and building leadership capacity within her administrators and teacher leader team. The principal conducts accountability talks with teachers individually to discuss classroom observations, reviews student data, provides resources and works collaboratively to build the teacher's pedagogical repertoire. On a weekly basis, the principal conducts job-embedded staff development which focuses on best practices. As a manager and decision maker, the principal ensures that the safety, budget and school operations are effective and efficient and that teachers have the needed resources and time for quality instruction. A culture of high expectations is evident, especially at student and teacher celebrations. Student motivational activities such as Paw Power Assemblies, Perfect Attendance, Blue Ribbon Awards, Top Reader Awards, and Best Classroom Awards are monthly activities which recognize students, providing encouragement and rewarding student achievement. Teacher recognition is also conducted monthly to showcase a teacher's talents and student progress. To fulfill the mission of high expectations and success for all students, the team and staff with the principal's mentorship incorporate powerful tools of accountability and recognition consistently and effectively.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher: Texas Education Agency; NCS Pearson Education Inc. Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	94	96	91	66	60
Commended	35	50	38	15	11
Number of students tested	157	134	140	109	120
Percent of total students tested	100	99	99	100	99
Number of students alternatively assessed	6	0	3	4	4
Percent of students alternatively assessed	4	0	2	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	93	97	90	65	61
Commended	35	48	34	15	12
Number of students tested	138	118	122	94	100
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	94	96	91	66	61
Commended	35	50	38	15	11
Number of students tested	156	133	138	109	119
<b>4. Special Education Students</b>					
Met Standard	0	0	0	55	0
Commended	0	0	0	18	0
Number of students tested	0	0	0	11	0
<b>5. English Language Learner Students</b>					
Met Standard	93	94	93	62	52
Commended	31	39	34	11	2
Number of students tested	89	62	74	37	54
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher Pearson

Publisher: Texas Education Agency; NCS Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	96	96	87	80	78
Commended	51	54	30	25	35
Number of students tested	156	133	140	111	120
Percent of total students tested	100	99	99	99	99
Number of students alternatively assessed	6	0	3	4	3
Percent of students alternatively assessed	4	0	2	3	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	96	96	86	79	76
Commended	48	54	29	22	35
Number of students tested	137	118	122	95	100
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	96	96	87	80	79
Commended	50	55	30	25	35
Number of students tested	155	132	139	111	119
<b>4. Special Education Students</b>					
Met Standard	0	0	0	55	0
Commended	0	0	0	9	0
Number of students tested	0	0	0	11	0
<b>5. English Language Learner Students</b>					
Met Standard	93	95	83	84	70
Commended	45	40	28	26	30
Number of students tested	88	60	75	38	56
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher Pearson

Publisher: Texas Education Agency; NCS Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	98	84	90	64	57
Commended	56	28	42	18	11
Number of students tested	127	125	127	137	121
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	4	2	7	7
Percent of students alternatively assessed	1	3	1	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	88	85	66	54
Commended	58	39	35	20	7
Number of students tested	109	110	136	133	108
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	90	86	65	57
Commended	56	42	36	18	11
Number of students tested	127	126	147	136	121
<b>4. Special Education Students</b>					
Met Standard	0	80	59	0	0
Commended	0	0	18	0	0
Number of students tested	0	10	17	0	0
<b>5. English Language Learner Students</b>					
Met Standard	94	92	85	39	32
Commended	33	31	26	3	0
Number of students tested	49	49	62	38	47
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher Pearson

Publisher: Texas Education Agency; NCS Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	95	84	81	66	55
Commended	38	28	26	20	8
Number of students tested	127	125	147	134	119
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	4	2	8	8
Percent of students alternatively assessed	1	3	1	5	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	94	81	79	62	52
Commended	37	23	24	19	8
Number of students tested	109	108	135	117	106
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	95	85	81	66	55
Commended	38	28	26	20	8
Number of students tested	127	124	146	133	119
<b>4. Special Education Students</b>					
Met Standard	0	40	41	0	0
Commended	0	0	12	0	0
Number of students tested	0	10	17	0	0
<b>5. English Language Learner Students</b>					
Met Standard	94	80	80	23	27
Commended	33	10	25	0	0
Number of students tested	49	49	61	35	45
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher Pearson

Publisher: Texas Education Agency; NCS Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	88	96	83	66	67
Commended	54	50	38	26	30
Number of students tested	135	134	146	129	132
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	4	3	1	6	7
Percent of students alternatively assessed	3	2	1	4	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	88	97	82	65	66
Commended	49	48	38	25	31
Number of students tested	118	118	128	113	110
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	88	96	83	66	68
Commended	54	50	39	26	30
Number of students tested	134	133	145	127	130
<b>4. Special Education Students</b>					
Met Standard	0	0	38	0	0
Commended	0	0	6	0	0
Number of students tested	0	0	16	0	0
<b>5. English Language Learner Students</b>					
Met Standard	77	94	55	36	41
Commended	23	39	19	9	10
Number of students tested	35	62	42	44	29
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Yearly Publisher Pearson

Publisher: Texas Education Agency; NCS Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	89	83	81	49	68
Commended	32	31	22	10	13
Number of students tested	133	138	147	128	132
Percent of total students tested	99	100	99	99	99
Number of students alternatively assessed	6	4	1	6	8
Percent of students alternatively assessed	4	3	1	4	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	88	82	81	46	68
Commended	28	28	20	10	13
Number of students tested	116	125	129	114	109
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	89	83	82	49	68
Commended	32	31	22	10	13
Number of students tested	132	137	146	128	130
<b>4. Special Education Students</b>					
Met Standard	0	60	50	0	0
Commended	0	0	13	0	0
Number of students tested	0	10	16	0	0
<b>5. English Language Learner Students</b>					
Met Standard	74	66	56	18	33
Commended	17	13	2	2	3
Number of students tested	35	32	43	44	30
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	93	93	88	65	61
Commended	47	43	39	20	17
Number of students tested	419	395	434	375	373
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	11	7	6	17	21
Percent of students alternatively assessed	3	2	1	5	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	96	94	90	67	62
Commended	48	52	38	18	16
Number of students tested	365	346	386	307	318
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	96	94	91	68	64
Commended	49	53	40	19	17
Number of students tested	417	392	430	372	370
<b>4. Special Education Students</b>					
Met Standard	88	99	94	50	38
Commended	44	56	24	13	4
Number of students tested	25	30	40	27	19
<b>5. English Language Learner Students</b>					
Met Standard	95	90	86	53	48
Commended	39	33	28	8	5
Number of students tested	172	173	178	119	130
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	94	88	83	64	67
Commended	41	38	26	18	19
Number of students tested	416	396	434	373	374
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	13	8	6	19	22
Percent of students alternatively assessed	3	2	1	5	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	95	93	90	74	72
Commended	39	38	26	17	17
Number of students tested	362	351	386	329	318
<b>2. African American Students</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Met Standard	96	94	90	75	74
Commended	41	40	28	19	18
Number of students tested	414	393	431	372	371
<b>4. Special Education Students</b>					
Met Standard	91	90	82	53	56
Commended	13	20	24	6	4
Number of students tested	23	28	42	26	23
<b>5. English Language Learner Students</b>					
Met Standard	92	89	86	62	64
Commended	37	26	22	12	13
Number of students tested	172	141	179	117	132
<b>6. none</b>					
Met Standard	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

11TX10