

**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: Mr. Jason Yturralde

Official School Name: Coldwell Elementary School

School Mailing Address:    4101 Altura Ave  
   El Paso, TX 79903-1499

County: El Paso                      State School Code Number: 071902110

Telephone: (915) 231-2220    E-mail: jeyturra@episd.org

Fax: (915) 566-4634              Web URL: http://coldwell.episd.org/

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. Lorenzo Garcia    Superintendent e-mail: logarcia@episd.org

District Name: El Paso Independent School District    District Phone: (915) 779-3781

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: Mrs. Patricia Hughes

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: 58 Elementary schools  
 (per district designation) 16 Middle/Junior high schools  
14 High schools  
0 K-12 schools  
88 Total schools in district
2. District per-pupil expenditure: 7319

## 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: 5
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	23	24	47		<b>6</b>	0	0	0
K	45	37	82		<b>7</b>	0	0	0
1	32	50	82		<b>8</b>	0	0	0
2	52	38	90		<b>9</b>	0	0	0
3	37	36	73		<b>10</b>	0	0	0
4	44	42	86		<b>11</b>	0	0	0
5	38	32	70		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>530</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
96 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
3 % 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: 17%  
 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.	32
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	41
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1, 2009	426
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent limited English proficient students in the school: 46%  
 Total number of limited English proficient students in the school: 242  
 Number of languages represented, not including English: 3  
 Specify languages:

Spanish, Japanese, Chinese

9. Percent of students eligible for free/reduced-priced meals: 84%  
 Total number of students who qualify: 444

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: 7%  
 Total number of students served: 36

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</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

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>3</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>13</u>	<u>0</u>
Total number	<u>60</u>	<u>0</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: 15:1

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%	97%	96%
Daily teacher attendance	98%	97%	97%	98%	96%
Teacher turnover rate	0%	3%	9%	7%	16%
High school graduation rate	%	%	%	%	%

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

The 16% turnover rate in 2005-06 represents the departure of 6 employees. As the city of El Paso expanded, the necessity for more elementary campuses increased. As a result, four of our teachers chose to either relocate to newer campuses, or to be closer to their neighborhood schools. One of our teachers was promoted to Counselor at a nearby campus. A brand new mother chose to devote her time and energy toward her new family. Since 2005-06, we have steadily held lower teacher turnover rates. A 0% turnover rate has helped us stabilize the campus and solidify us as an exemplary elementary school.

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>

Coldwell Elementary archives lead us to the year 1930. A small group of parents approached the El Paso School Board requesting a neighborhood school. During this era of the Great Depression, these parents were turned away. However, their enduring tenacity eventually led to the building of our landmark school. Our early community set forth the tenet of perseverance which we embrace firmly to this day and which remains a cornerstone of our mission: to promote a strong school community and culture with high expectations of nothing less than excellence.

As generations of families, students, and teachers enter and exit Coldwell, our original blueprint design remains unaltered. The respect and unblemished reputation that our school preserves, allow all who enter to quickly acclimate to the rich educational setting held since its opening day.

The nature of the students served at Coldwell is unique to the familial characteristics of its historic neighborhood. Multiple generations of families have walked through the halls of Coldwell, and have served as a foundation for our student body. Our grandparent community serves as integral a role as our parents, as many students have been transferred into the neighborhood to reside with their grandparents by parents who also attended Coldwell.

Coldwell's proximity to the U.S.-Mexico border brings another distinctive characteristic to our campus. As our sister city, Juárez, Chihuahua, Mexico continues to experience unspeakable violence from the ongoing drug war, our campus serves as a safe haven for displaced families from across the border. Leaving behind that turbulent environment, these children are welcomed at Coldwell by our caring team of educators who deliver the best instruction and provide them with a warm sense of assurance and safety.

As a milestone, we have a student population that is 84% economically disadvantaged and 97% minority and have reached the highest level of the Texas state accountability rating system for the last two years. We are proud of this diversity and feel that it has greatly contributed to our success.

Cultural diversities are exchanged among our students and interwoven into our lessons, especially through our response to literature that incorporates art, theater and music. Beautiful displays line the corridors of our historic three-story building. Our campus embraces a dual-language setting, and it is common to find culturally diverse literary displays throughout the year. In the fall, one might find an exhibit paying tribute to pilgrims and Thanksgiving turkeys while in contrast across the hallway a colorful tribute to *Día de los Muertos* (a special holiday in Latin American countries) showcases children's writing and artwork. In the spring, kites, butterflies, and Mother's Day projects adorn our hallways diversely complemented by writing projects utilizing student created *Cinco de Mayo piñatas* and *papel picado* (traditional Mexican paper decorations) works of art.

Our motto: "A school for all and a school for one" provides a sturdy framework to our building. We view ourselves as an extended family preserving solid educational values proven strong from one generation of learners to the next. Like the different hues found in the classic earth toned exterior bricks of our structure, the interior houses an array of different learning styles held together with a mortar comprised of compassion and true love. Upon climbing the main stairway to our front door, all who enter our school are welcomed by our caring staff.

Coldwell has upheld an open door policy to our community. Communication from school to home is paramount, providing a strong bridge leading to a sense of trust. Our open doors beckon our community to after-school events that help build upon our excellence. Hand-in-hand with our parents, grandparents and PTA, we participate in various initiatives that enrich our neighborhood as well as our city. School-wide food drives, tree planting and donations to our animal shelter solidify us further. The comfort our

parents feel at our school allows them to be active sentinels who keep a watchful Warhawk eye expecting “nothing less than excellence.”

As we proudly reflect on our nomination, we cannot help but look back to our humble beginnings. A display case located at the main entrance of our school houses a small black and white photograph of our first 1930 faculty. The photograph depicts a grainy image of teachers proudly standing at the main entrance to Coldwell Elementary. In 2011, we too stand tall at our school’s front stairwell as we extend a warm and welcoming embrace to all of our students and generations of children yet to come.

## 1. Assessment Results:

Every year, students at Coldwell take the Texas Assessment of Knowledge and Skills (TAKS) which is the criterion reference based exam administered to 3rd – 11th grade students in Texas. This exam measures each student's success in learning the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards. Performance is evaluated for All Students and the following student groups: African American, Hispanic, White and Economically Disadvantaged. Schools are given ratings based on the assessment results. The ratings are divided into the following categories: *Exemplary* (90% passing), *Recognized* (80% passing), *Academically Acceptable* (70% passing), and *Academically Unacceptable* (<70% passing).

Coldwell Elementary was rated *Recognized* by the Texas Education Agency (TEA) for the 2005-06 school year for the first time in the history of our campus. We were very proud to achieve this rating yet remained cognizant of the need to continue to excel. We developed vertical and horizontal programs across grade level and across the campus from Pre-Kindergarten through 5th grade to ensure student success. The campus members recognized that our students had not reached their full potential. This led to the development and adoption of a new philosophy that set exemplary goals. Our philosophical belief was that all of our students would be successful regardless of their backgrounds and home life.

By the 2008-09 school year we earned the honor to be rated an *Exemplary* campus due to our overall and subgroup scores at 90% or above. Our growth in reading over the last five years has increased from 75% passing in 2005-06 to 97% passing in 2009-10. We are very proud of the fact that in 2009-10 all of our fifth grade students passed the TAKS reading exams. One of our greatest achievements in reading is the growth that the English Language Learner (ELL) population has shown over the last five years: 59% passing in the 2005-06 school year to 97% passing in 2009-10. We have closed the gaps in all of our subgroups: Hispanic 96%, economically disadvantaged 97%, and our ELL population 97%.

Our campus math scores have shown a large growth over the last five years. Our overall passing rate in 2005-06 was 83% and is currently 94%. To support student achievement in mathematics two factors have played a major role: enhancing teacher knowledge in the delivery of instruction and communicating to all major players the development and implementation of our initiatives. We accomplished a narrowing of gaps in our subgroups in mathematics. With the campus overall passing rate of 94%, our subgroups are within one percentage point of the overall passing rate. Our subgroup scores are as follows: Hispanic 94%, economically disadvantaged 93%, and ELL 94%.

In 2005-06 our writing scores were 75% passing. In 2009-10 our overall score and subgroup scores have excelled to a 98% level. Our science scores have also shown dramatic increases from 75% in 2005-06 to 97% in 2009-10. As our science overall passing rates have shown significant gain, all of our subpopulations have demonstrated equal growth with our economically disadvantaged group achieving a 96% success rate.

In an effort to surpass standardized test expectations, our campus chose to reach beyond passing rate and expect every student to attain *commended performance*. The state of Texas recognizes students who score 2400 on the scale score. This indicates that the students possess an in depth understanding of the knowledge and skills at the tested grade level. Our *commended performance* grew from 19% to 38% in reading and from 33% to 44% in math. Our ELL *commended performance* rates have increased from 6% to 21% in reading and from 14% to 34% in math. Our economically disadvantaged students *commended performance* rates also increased from 16% to 33% in reading and from 30% to 39% in math. These significant increases in test data validate our commitment to assuring excellence for all students.

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

In an era of rigorous academic assessments, all students are mandated to participate in testing. We identify students for "Tier III" instruction (intervention for students below grade level), and analyze student strengths to plan for optimal instruction. We provide a nurturing approach to assessments that helps quell anxieties. Our counselor meets with students to build self-confidence and provide reassurance of their capabilities. Addressing emotional, mental and physical needs is paramount in setting a positive testing environment.

The needs of each student at Coldwell are met by utilizing data to tailor and target instruction. Our instruction is driven by data acquired from a variety of sources. These include but are not limited to TAKS (Texas Assessment of Knowledge and Skills), TELPAS (Texas English Language Proficiency Assessment System), Iowa Test of Basic Skills/*Logramos*, Benchmarks, Common Assessments, TPRI (Texas Primary Reading Inventory/*Tejas Lee*), DRA (Developmental Reading Assessment)/EDL (*Evaluacion del Desarrollo de la Lectura*), I-Station (Computer Based Intervention Program), Voyager, and most importantly formative daily assessments.

At the beginning of each school year, the Campus Instructional Leadership Team (CILT) meets to disaggregate the previous year's data in order to make informed decisions regarding early staff development needs for our teachers, staffing needs, and student placement.

Coldwell's Professional Learning Community (PLC) is complimented by the staff voluntarily staying after their work day has ended and collaborating with one another. They share successes, challenges, and discuss best teaching practices, which result in providing peer staff development. They collaborate to create lessons plans based on student work and performance. First and foremost, our focus is on student learning, Pre-Kindergarten through 5th grade. The common thread within our discussions is student centered.

Teachers are given release days to analyze and develop action plans based on summative assessments. Data is broken down by grade level, classroom, individual student and standards. We are looking for trends and common patterns within our item analysis to drive our instruction and develop flexible grouping for differentiated lessons. Teachers are given the opportunity to meet and discuss the academic/social performance of each student. Teachers are encouraged to present concerns on individual students to a committee comprised of our principal, assistant principal, counselor, instructional coaches, social worker and special education representative. The team brainstorms all possible solutions to address the academic/psychosocial needs of the students. While we value the data, we concentrate our efforts on the child as a whole.

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

Vital to the success of our campus is our open communication with parents/grandparents, students and community members. We begin with an open house prior to school starting for new and returning students. This sets the tone for establishing a necessary bridge between home, school and the community. Parents are kept informed throughout the year via: conferences, report cards, progress reports, parental newsletters, Parent Portal (real-time online access to student information), e-mails, phone calls and monthly coffee with principal. Initiatives for each content area are written by a collaborative team of teachers and are posted throughout the school. Our parents can also access the TEA website and the school website to receive information. Through effective parental communication, our parents have acquired the skills to interpret test data with finesse and confidence.

Teachers meet individually with students to inform them of their assessment results, providing them with immediate feedback. Since some students need assistance in goal setting, they may receive mentoring from any campus employee. Mentors oversee the students' daily progress to offer encouragement throughout the school year to ensure they reach their full potential. Any individual who needs to be motivated to do better on their assessment is seen by the principal, assistant principal or counselor.

At the end of each grading period, Coldwell celebrates the students' academic triumphs, good citizenship and perfect attendance. Our PTA sponsors an annual barbecue and ice cream social to recognize the hard work of all students on the TAKS test regardless of TAKS outcome. At the end of the school year, PTA organizes an awards assembly and supplies trophies, medals, and ribbons to honor all our students' academic advancements. Every student receives an award at the end of year assembly.

Communication between home and school is vital to sustaining our accomplishments, goals and vision.

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

All the necessary ingredients for a successful campus are present at Coldwell Elementary. Due to our success, we have become a magnet attracting students from The University of Texas at El Paso (UTEP) and El Paso Community College (EPCC) to fulfill their observation, field experience, and internship requirements. As part of the attraction, university students seek participation in Coldwell's campus programs: dual-language, bilingual, Gifted and Talented, inclusion, reading specialist, and pre-kindergarten model. In addition, area school administrators request campus visits to observe best practices, school climate, teacher/student interactions and how instructional coaches and support staff work collaboratively with teachers. Other campuses have been invited to observe a variety of best practices in different content areas from Pre-Kindergarten to 5th grade classrooms.

In turn, our faculty and staff have visited other campuses in an effort to improve their teaching methodology. Members from our faculty have been recruited to serve on District curriculum writing teams. This has provided us the opportunity to share our innovative methodologies with the entire district. The District's Curriculum and Instruction Division videotaped our literacy coaches during staff development disaggregating data and instructional planning with fourth grade teachers. The video was shared with other literacy coaches in the district. Our principal and assistant principal have presented during District administrative meetings about practices and procedures that have resulted in increasing student achievement. We have had staff at local, regional and state conferences presenting on our dual language model, inspiring others to embrace this method of instruction.

Both Coldwell and the District recognize that student success is not limited to the classroom. District officials have sent personnel from various departments including cafeteria, custodial, secretarial and support staff to be trained in effective management of an elementary campus. We are eager to share our academic recipe for success with the nation.

## 1. Curriculum:

The curriculum at Coldwell Elementary is driven by the Texas Essential Knowledge and Skills (TEKS) together with the El Paso Independent School District's (EPISD) core initiative: STEPS (Standards Based Curriculum, Time on Task, El Paso Data Mining, Professional Development and Special Populations). Each component is revered and upheld from classroom to classroom at our campus. In tandem with STEPS, a district-wide curriculum guide created by a team of master teachers, aligns our TEKS from one grade level to the next. As our campus continues to uphold our priority to create life-long learners, we are careful to remain faithful to the full implementation of the District's initiatives.

Assessment data and more importantly, daily teacher observations of student performance, drive lesson planning and delivery to meet our students' needs. Flexibility in teaching and grouping of students are key ingredients to targeting individual strengths and weaknesses which allow each student to reach their maximum potential.

### Reading

Reading instruction follows EPISD's standards-based curriculum. Our core program is Macmillan McGraw-Hill Texas Treasures, supplemented by our campus guided reading library. We follow a 90-minute reading block and implement an additional 30 minutes of intensive intervention. In addition, students receive 90 minutes of interactive instruction and 60 minutes of teacher led lessons each week using the computer based, intervention program I-Station. Intervention for our English Language Learners is direct instruction and using *Voyager Pasaporte*.

### Mathematics

EPISD has provided a standards-based curriculum for instruction of mathematics that is utilized at Coldwell. We follow a 90-minute math block. Rituals and routines are established during the first 15 minutes utilizing Target Math or Calendar Math. The core lesson for Tier I uses Houghton Mifflin Texas Math and Problem Solver. Motivational Math and rigorous workstations provide differentiation to maintain, strengthen and accelerate mathematical knowledge.

### Science

Science is tied into the EPISD curriculum and varies from week to week based on the curriculum guide and grade level. Our core resource for science instruction is Harcourt Science. Teachers use AIMS (Activities Integrating Math and Science) lessons for hands-on activities in the classroom and in the science lab. Our teachers align the resources to address EPISD's standards-based curriculum.

### Social Studies

Our K-3 social studies curriculum teaches our students to be productive members of their community, country, and world by emphasizing the characteristics of good citizenship. Our 4th grade students learn about Texas history, while our 5th grade students learn American history. Our social studies resource is Scott Foresman Communities. "Heritage Night" is held during our Texas History Month. This event allows parents and students to participate in activities that celebrate our unique southwestern culture. Coldwell students are exposed to the democratic process as our campus serves as the neighborhood's voting poll during major elections.

### Language Arts

Our Language Arts curriculum develops a positive and keen sense of literacy that will help create lifelong authors. Students participate in monthly writing pieces which incorporate writing genres set forth within our state standards. To preserve our campus writing initiative, portfolios are passed on from one grade level to the next keeping a systematic continuity.

## **Technology**

Technology continuously transcends Coldwell's learning environment with its ever expanding realm. Instructors utilize programs and tools such as United Streaming, I-station, Ticket to Read, Easy Tech Lessons (based on technology application standards), Vmath Live, EBSCO (Elton B. Stephens Company), Accelerated Reader, Technology Grant, C.O.W. (Curriculum on Wheels), and video conferencing from various online instructional sources. Our teachers maximize their time spent in the labs by not only serving as active facilitators to students on computers but by actually setting up guided learning areas within the labs for simultaneous, direct, small group instruction.

## **Physical Education**

Technology is now a vital aspect of our physical education department. EPISD's standards-based curriculum includes physical and health education. Our physical education coaches employ the use of technology through a program entitled "Fitness Gram." "Fitness Gram" allows our physical education coaches to assess students in different areas. Students may then access their own results allowing for active analysis of their strengths for improvement. Students may also access "Activity Grams" that can be used to track a student's daily physical activities. In addition, we have a Coordinated School Health Program, consisting of vignettes which meet the TEKS standards and objectives and are aligned with the core curriculum calendars.

## **Fine Arts**

Fine arts are integrated daily with the use of Harcourt Art Everywhere and Macmillan McGraw- Hill Spotlight on Music. In addition to this integration, our second and fourth grade students participate in a district music initiative entitled "Mobile Melodies." Our "Mobile Melodies" music teacher instructs our students utilizing a curriculum blending music theory and direct application. An additional Fine Arts program entitled "VanGo" is available to our campus third graders. Our fifth grade students explore their musical talents by participating daily in our school orchestra class.

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

The literacy goal at Coldwell Elementary is to instill a love of reading in all students. To achieve this goal, we provide students with the following tools: skills necessary for reading, access to reading materials and motivation to read.

Faculty on our campus tailors reading instruction to meet the needs of all students, from our lowest level readers to our gifted students. Through continuous progress monitoring, our instruction is modified according to the ever-changing needs of our students. We use a compilation of data from campus, district and state assessments, as well as daily teacher observations. In collaboration with our instructional literacy coaches, teachers work to create engaging, challenging, and productive activities that reinforce skills daily and help students embrace reading.

Reading instruction occurs during an uninterrupted 90-minute reading block, with an additional 30 minutes of intervention for students who are performing below grade level. Teachers employ a variety of materials, strategies and resources including certified reading tutors to implement the curriculum. Every teacher has been trained in the Sheltered Instruction Observation Protocol (SIOP) and implements these strategies to ensure success for English Language Learners.

We use a balanced literacy approach for reading instruction, and implement the Tier III reading model. We use this approach to systematically and explicitly teach the five components of reading. These components are interwoven on a daily basis through our reading lessons.

Reading materials are widely available throughout the campus. Every classroom at Coldwell has a library filled with leveled readers, big books, books on tape and trade books often purchased by teachers. In addition, our literacy library collection serves as another resource available to teachers.

Our school library houses a diverse collection of reading materials both in English and Spanish. Our students visit the school library biweekly for lessons with our librarian. Our librarian also provides students with books to keep as their own through the Reading is Fundamental (RIF) program. Students are able to choose from a variety of books in both English and Spanish three times a year to add to their home libraries.

We have several school-wide initiatives to motivate students to read: an annual family literacy night, an end of year reading celebration, and the Accelerated Reader (A.R.) program. We strive to give our students the tools necessary to compete in a global society by opening their minds and inspiring their hearts through reading.

### **3. Mathematics:**

Coldwell believes that research-based initiatives are essential for both instruction and assessment. To support student achievement in mathematics at Coldwell two factors have played a major role: developing teacher knowledge in the delivery of instruction and communicating to all major players the development and implementation of our math initiatives. The District has provided a standards based curriculum for instruction of mathematics that is utilized at Coldwell. The curriculum includes the state standards (TEKS), student expectations (SE) and Tiered Instruction that allows for differentiation.

Coldwell honors a ninety minute math model which includes daily routines appropriate to each grade level, vocabulary development, problem solving and journal writing. During the first sixty minutes of math instruction, carefully crafted and rigorous lessons introduce and build on weekly objectives. The emphasis extends beyond basic math knowledge to a deeper understanding of mathematical concepts activating higher level thinking skills. Our math instruction includes real world applications and cross curricular connections. The students are given the opportunity to process and apply the information through cooperative learning, peer tutoring, use of manipulatives, and think-pair-share. Students are provided immediate feedback of their progress using research based resources such as Problem Solver and E-instruction. Our teaching methodology includes a conceptual understanding which allows students to develop their own mathematical aptitude while the teacher directs and facilitates.

During the last thirty minutes of the math block, students are engaged in cooperative small groups while teachers provide explicit and systematic intervention to students in need. Our instructional math coach provides teachers with the tools to enhance these lessons and guide their instruction. Teachers are able to provide students feedback utilizing data, effective questioning, accountable talk and hands-on activities. Coldwell provides a certified teacher who is available to tutor students and provide the necessary support during the school day. Our campus wide initiatives include Math Olympics prior to TAKS test, study buddies, annual math night, a morning math review and Spanish/English parent workshops to build on our home-school connection. Coldwell also integrates technology with the use of V-Math Live and ancillary material. Our goal is to create life-long learners who will be prepared for success in middle school, high school and beyond. By providing positive and enriching experiences in the math classroom, all students can be successful mathematicians.

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

Our Science curriculum follows our state standards which are based on the Texas Essential Knowledge and Skills. Our district has created a curriculum guide with a scope and sequence, guiding questions, enduring understandings, and academic vocabulary. The student expectations are divided into the four areas: Life, Earth, Physical, and the Nature of Science.

Teachers use a Three-Tiered model to deliver instruction. During Tier I, instruction lessons are presented whole group with an emphasis on academic vocabulary. In kindergarten through second grade, 60% of instruction is hands-on. Third through fifth grade students spend 50% of their science instructional time in the lab. Tier II and Tier III instruction includes small group lessons utilizing “Kamico” and a computer-based intensive intervention program “Scan Tek” where students select a module based on what is being

studied. Students discover, explore and experience the curriculum utilizing rigorous workstations to facilitate learning.

AIMS (Activities Integrating Math and Science) Education Foundation activities complement our thematic standards-based lessons. AIMS lessons provide our students with a strong mathematical, scientific, and conceptual understanding of their world. These lessons provide hands-on activities easily implemented in the classroom. All K - 5th grade students use our fully equipped labs on a regular basis. In addition, students utilize interactive notebooks based on Dr. Robert J. Marzano's model which allows students to reflect on and organize their work.

Additional sources at our campus include "ScienceSaurus" and "Science Briefcase" that help further propel and extend our standards-based lessons. Every year our third and fifth grade students visit EPISD's Gene Roddenberry Planetarium. Unique to Coldwell Elementary is our "Coldwell Science Camp," sponsored by our teachers and parents. Our fifth grade students look forward to this yearly event. At "Coldwell Space Camp" students stay overnight at school and experience simulated space activities while wearing space suits they created. An integral part of "Science Camp," is an informative and interactive presentation by a NASA representative. Our 5th graders also participate in a yearly field trip to Carlsbad Caverns, New Mexico.

Coldwell students are able to connect the science lessons taught in the classrooms and science lab to real life experiences.

## **5. Instructional Methods:**

Coldwell Elementary School has the unique opportunity of serving a diverse community of students. As educators we cherish and celebrate this diversity and make it a priority to address the various degrees of social, emotional and intellectual needs. The effective differentiated instruction is attributed in part to the support received from administration and instructional coaches who allow teachers ample time for data analysis and reflection to address individual needs. Utilizing this tool allows teachers to identify the areas of need and strengths of students. Furthermore using the Tier III instructional model across the content areas ensures an opportunity for differentiated instruction.

At Coldwell the identification of student needs moves beyond data. Our dedicated teachers self reflect and eagerly reformulate different teaching methods and techniques to better serve our student body. Commonalities found across grade levels include the usage of flexible grouping for instruction and student learning, total physical response, metacognitive strategy routines, and SIOP (Sheltered Instruction Observation Protocol) strategies. We have a diverse group of students at Coldwell including: English Language Learners, Gifted and Talented, and Special Education. Many of these students fall into more than one subgroup. These subgroups each have their own needs which are addressed in unique ways.

Our bilingual population is introduced to a variety of learning methods to include visual, kinesthetic, auditory, and peer interaction. A risk-free and safe environment is crucial in the learning process of an English Language Learner. Our teachers are trained in ESL strategies which support our students in their native language. Scaffolding instruction and continuous modeling are indispensable in the acquisition of a second language.

Special Education teachers and regular education teachers use accommodations and modifications to address the learning styles of each student. At Coldwell we provide resource, inclusion and team teaching dependent on the student IEP (Individual Education Plan).

## **6. Professional Development:**

Coldwell has placed a strong emphasis on continuous professional development. This keeps our faculty current on the latest innovations of a standards based curriculum. The faculty at Coldwell Elementary receives an extensive number of hours of professional development in all academic areas.

Through common planning, the faculty organizes plans and collaborates by grade level and by committees. During common planning teachers use the data obtained through their benchmark and common assessments, formal and informal observations and state assessments to develop a plan for differentiated instruction in each classroom.

The Reading First initiative created an entire framework for scientifically based reading research instruction. Reading First professional development empowered reluctant reading teachers to gain the necessary confidence to plan and implement a direct and systematic approach to instruction. These newly acquired strategies became the fundamental basis of all reading instruction and delivery. This staff development, in addition to two years of balanced literacy training, has made our teachers experts in the field of reading instruction.

The implementation of the science Professional Learning Community (PLC) allows grade level representatives to attend district-wide PLCs to plan and discuss standards which allow teachers to become successful in this content area. The representatives in turn disseminate this information to their grade levels and plan for instruction. This has afforded our teachers to become specialized in the delivery of science lessons and labs.

Our faculty has received numerous trainings in the area of technology. The modern classroom utilizes many different types of technology from computers to SMART Boards, digital video and audio recorders. Our campus recognizes the importance of technology to help our students become 21st century learners.

Our dual language and bilingual teachers have been trained in SIOP, Kagan cooperative learning strategies, and have had the opportunity to attend state and out of town conferences with experts in the fields of dual language and bilingual education.

## **7. School Leadership:**

At Coldwell Elementary School we believe every student deserves an opportunity to be successful in all facets of life. The love and commitment from our leadership team for our students drives us to ensure they feel safe and cared for, without losing our focus on their education. We realize that until their basic needs are met, they are unable to be present at school wholeheartedly.

The leadership team consists of the principal, assistant principal, counselor, social worker, special education representative, librarian and instructional coaches. The role of our principal is to provide guidance and support by fostering a sense of community and cooperation among the campus stakeholders. He has knowledge and expertise in curriculum, budgeting, personnel staffing and day-to-day operations which have been instrumental to our success. His open door policy creates an atmosphere of communication and trust. It is not uncommon to see our principal making home visits throughout our neighborhood.

We are fortunate to have an assistant principal who is a strong support of our school's initiatives, particularly in the areas of discipline, safety and community rapport. His no-nonsense approach to discipline is balanced with respect, caring and humor. He is always accessible and responds quickly to student, teacher and parent needs.

Under our principal's leadership, a supportive instructional team has been established to facilitate and ensure the implementation of the curriculum using best practices. Our instructional coaches continuously

update our teachers on the latest and most effective instructional practices. Through classroom visits the campus instructional team provides feedback giving teachers opportunities to enhance their instructional delivery.

Our counselor works with students, teachers and parents to create a climate of mutual respect. This climate is a product of her dedication and her love for this school. She goes beyond her duties as a counselor; she knows every student by name and builds relationships with them and their families. Our counselor is a comfort to those families in times of hardship.

Through our leadership team, Coldwell has developed a professional environment of trust with a focus on continual growth to ensure student success.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2010 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	92	77	88	76	80
Commended	39	28	27	15	23
Number of students tested	59	47	49	55	56
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met	90	74	88	75	78
Commended	33	24	21	15	18
Number of students tested	48	42	42	52	49
<b>2. African American Students</b>					
Met					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met	95	76	87	76	80
Commended	38	24	26	15	23
Number of students tested	55	45	46	54	56
<b>4. Special Education Students</b>					
Met					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met	93	74	85	63	67
Commended	33	17	15	17	8
Number of students tested	30	23	20	30	24
<b>6.</b>					
Met					
Commended					
Number of students tested					
<b>NOTES:</b> Multiple data sources were used for this matrix. Data received from Pearson (test administrator), AEIS, and AYP. Enrollment at testing date may be different than enrollment at the beginning of the year. There is no one document that contains all requested data.					

11TX9

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2010 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	88	84	92	91
Commended	47	31	30	33	34
Number of students tested	60	49	50	48	56
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	98	86	81	91	90
Commended	41	30	23	31	27
Number of students tested	49	44	43	45	48
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	98	87	83	92	91
Commended	46	28	26	33	34
Number of students tested	56	47	46	48	56
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	97	92	71	84	83
Commended	35	25	19	28	8
Number of students tested	31	24	21	25	24
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> Multiple data sources were used for this matrix. Data received from Pearson (test administrator), AEIS, and AYP. Enrollment at testing date may be different than enrollment at the beginning of the year. There is no one document that contains all requested data.					

11TX9

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2010 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	92	93	89	90	72
Commended	42	53	37	32	19
Number of students tested	53	54	65	59	67
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met	90	91	87	88	71
Commended	36	44	38	27	20
Number of students tested	42	45	55	52	65
<b>2. African American Students</b>					
Met					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met	92	92	89	90	71
Commended	42	50	36	32	18
Number of students tested	48	48	61	59	65
<b>4. Special Education Students</b>					
Met					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met	94	88	84		41
Commended	38	35	20		5
Number of students tested	16	17	25		22
<b>6.</b>					
Met					
Commended					
Number of students tested					
<b>NOTES:</b> Multiple data sources were used for this matrix. Data received from Pearson (test administrator), AEIS, and AYP. Enrollment at testing date may be different than enrollment at the beginning of the year. There is no one document that contains all requested data.					

11TX9

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2010 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	93	92	78	79	50
Commended	25	38	32	36	6
Number of students tested	55	53	60	56	66
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	93	91	76	76	48
Commended	21	32	28	35	6
Number of students tested	43	44	50	49	64
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	92	91	77	79	50
Commended	24	34	29	36	6
Number of students tested	50	47	56	56	64
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	100	87	50		19
Commended	0	7	10		5
Number of students tested	17	15	20		21
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> Multiple data sources were used for this matrix. Data received from Pearson (test administrator), AEIS, and AYP. Enrollment at testing date may be different than enrollment at the beginning of the year. There is no one document that contains all requested data.					

11TX9

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2010 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	97	95	93	82	85
Commended	52	71	41	37	57
Number of students tested	64	63	59	68	60
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	96	95	92	83	85
Commended	44	69	38	37	54
Number of students tested	52	55	50	63	54
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	97	95	93	82	84
Commended	48	74	41	36	55
Number of students tested	58	57	59	66	58
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	100	86		61	63
Commended	50	57		6	31
Number of students tested	12	21		18	16
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> Multiple data sources were used for this matrix. Data received from Pearson (test administrator), AEIS, and AYP. Enrollment at testing date may be different than enrollment at the beginning of the year. There is no one document that contains all requested data.					

11TX9

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2003-2010 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	92	89	74	77	69
Commended	44	33	28	31	23
Number of students tested	63	63	58	65	61
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	92	87	71	75	66
Commended	41	31	24	30	21
Number of students tested	51	55	49	60	53
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	91	88	74	78	67
Commended	42	32	28	30	21
Number of students tested	57	57	58	63	58
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. English Language Learner Students</b>					
Met Standard	75	74		38	29
Commended	17	0		6	6
Number of students tested	12	19		16	17
<b>6.</b>					
Met Standard					
Commended					
Number of students tested					
<b>NOTES:</b> Multiple data sources were used for this matrix. Data received from Pearson (test administrator), AEIS, and AYP. Enrollment at testing date may be different than enrollment at the beginning of the year. There is no one document that contains all requested data.					

11TX9

# 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	94	94	93	88	83
Commended	44	53	36	29	33
Number of students tested	176	160	166	174	187
Percent of total students tested	99	99	97	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	93	93	92	88	81
Commended	39	48	35	28	30
Number of students tested	145	139	143	161	169
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	94	93	93	88	83
Commended	42	52	35	29	32
Number of students tested	164	146	161	172	183
<b>4. Special Education Students</b>					
Met Standard		70			60
Commended		20			20
Number of students tested		10			15
<b>5. English Language Learner Students</b>					
Met Standard	95	82	83	64	56
Commended	38	36	15	11	13
Number of students tested	58	61	52	55	62
<b>6. White</b>					
Met Standard	100	100			
Commended	80	70			
Number of students tested	10	10			
<p><b>NOTES:</b> Data received from Texas Education Agency's Academic Excellence Indicator System (AEIS). *Note on 2009-10 data: During the summer of 2010, EPISD closed a neighboring elementary school, Houston. This resulted in approximately 60 transferred students into Coldwell. In addition, 40 new students enrolled (these were unrelated to Houston Elementary School's closure). The number of students enrolled in the schools, tested grades as listed in section II of the application is based on data from Fall (October) 2010, after these students arrived. Testing was administered in Spring 2010, before the additional students arrived. Therefore, the 179 student tested figure to which is referred to above is based on enrollment reported for 2009-10 school year.</p>					

# 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	97	92	88	90	75
Commended	38	37	30	32	19
Number of students tested	179	161	166	173	188
Percent of total students tested	99	99	97	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met Standard	97	91	87	89	73
Commended	33	34	27	31	16
Number of students tested	147	140	143	173	170
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	96	91	88	91	75
Commended	37	35	28	32	18
Number of students tested	167	161	161	171	184
<b>4. Special Education Students</b>					
Met Standard		75			40
Commended		17			20
Number of students tested		12			15
<b>5. English Language Learner Students</b>					
Met Standard	93	84	54	64	47
Commended	22	12	13	18	6
Number of students tested	60	58	48	44	62
<b>6. White</b>					
Met Standard	100	100			
Commended	60	70			
Number of students tested	10	10			
<p><b>NOTES:</b> Data received from Texas Education Agency's Academic Excellence Indicator System (AEIS). *Note on 2009-10 data: During the summer of 2010, EPISD closed a neighboring elementary school, Houston. This resulted in approximately 60 transferred students into Coldwell. In addition, 40 new students enrolled (these were unrelated to Houston Elementary School's closure). The number of students enrolled in the schools tested grades as listed in section II of the application is based on data from Fall (October) 2010, after these students arrived. Testing was administered in Spring 2010, before the additional students arrived. Therefore, the 179 student tested figure to which is referred to above is based on enrollment reported for 2009-10 school year.</p>					