

PART I - ELIGIBILITY CERTIFICATION

12TX20

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12TX20

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 21 Elementary schools (includes K-8)
 (per district designation): 7 Middle/Junior high schools
4 High schools
0 K-12 schools
32 Total schools in district
2. District per-pupil expenditure: 6820

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 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	31	54		6	0	0	0
K	47	41	88		7	0	0	0
1	43	41	84		8	0	0	0
2	61	35	96		9	0	0	0
3	47	51	98		10	0	0	0
4	66	50	116		11	0	0	0
5	50	54	104		12	0	0	0
Total in Applying School:								640

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
19 % Black or African American
43 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
31 % White
3 % 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 2010-2011 school year: 11%

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, 2010 until the end of the school year.	45
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	70
(4)	Total number of students in the school as of October 1, 2010	620
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent of English Language Learners in the school: 12%

Total number of ELL students in the school: 77

Number of non-English languages represented: 10

Specify non-English languages:

Spanish, Vietnamese, Akan, Arabic, Cantonese, Ibol/Igbo, Malaylam, Punjabi, Russian, Tamil

9. Percent of students eligible for free/reduced-priced meals: 52%

Total number of students who qualify: 330

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: 11%

Total number of students served: 70

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>8</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>12</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</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>38</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>59</u>	<u>1</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: 20:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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	_____ %
Total	_____ 0%

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

No

Yes

If yes, what was the year of the award?

William C. Velasquez Elementary (VES) is a unique school with a passion for students and education. Velasquez Elementary is nestled in the suburbs of Houston, and its population is as diverse and culturally rich as the metropolitan area. The school is comprised of 70% minority students, 52% students who qualify for free and reduced lunch, and 12% English Language Learners (ELLs) with ten non-English languages represented. The school is currently in its sixth year after opening for the 2006-2007 academic year.

The school has been a Title I campus since its beginning, and it has maintained “Exemplary” academic status in Texas since its inception. The school has also had several “Gold Performance” designations from Texas for reading, math, science, and attendance. These designations are not usually reached by Title I campuses consistently when compared to non-Title counterparts; however, VES has proven otherwise by having high expectations for teachers and students. For example, in 2011 “economically disadvantaged” students had a “Commended” rate on the science portion of the Texas Assessment of Knowledge and Skills (TAKS) of 60%, while the “all students” category was 64% as compared to the state average of 30%. Scores similar to science can be seen in other areas that further prove that Velasquez students and teachers are overcoming obstacles of student background, low socio-economic status, and weak home support to reach higher levels of academic success.

Velasquez is an exceptional campus for a myriad of reasons. The teachers, administrators, and staff are all focused on student achievement through the use of proactive data teams, strong teamwork, and a passion for continuous improvement. Teachers are consistently striving to become better in their profession and are ready to try new techniques to reach students. The teachers are driven to function at the highest levels possible, and this can be seen by their collection of over 20,000 continuing education hours since Velasquez Elementary has been open. This passion for improvement, in turn, gives students an example of work ethic and motivation they can use in their learning to ensure skills for life. The Velasquez staff, like all high-performing leaders, holds a lofty measure of success for the students regardless of their background and home life. The drive for success by educators can be seen, for instance, in designations of finalists in “Educators in Excellence” from the H-E-B Corporation which was received by the former principal and the lead Special Education teacher. Performance is constantly rising, and new goals are reached by students based on the teacher’s unwavering expectations for the students. The VES mission statement is “always do right by kids,” and their motto is “Wildcats Never, Never, Never give up.” Both of these statements are embraced by the staff in developing lessons and delivering instruction, and students understand the importance of hard work and determination in their scholastic endeavors.

One of the defining characteristics of Velasquez Elementary is its culture. Parents, visitors, and students often comment on the positive staff, the vibrant school decorations, and the welcoming atmosphere of the school as a whole. Windows are decorated each year with a theme; holidays are celebrated with appropriate decorations; music is played at lunch; teachers greet students at the car line; and all faculty members welcome parents. Velasquez utilizes social media to connect with parents through Twitter, Facebook, and even a back to school “Lip Dub” on YouTube (<http://www.youtube.com/watch?v=OZsLJXqaB6I>). These media allow for parents to stay connected in a manner that keeps up with their lifestyles. Velasquez has been praised by Ron Clark, Todd Whitaker, Jon Gordon, and many other educators due to Velasquez’s climate and love of students. The school cafeteria, as known as the “Wildcat Café,” is a warm, inviting place with tablecloths, music that changes genres daily, and an Italian Bistro mural. This lunchroom environment enables the school to welcome parents and community members while also making students responsible for their own behaviors and noise levels while dining.

Velasquez has many academic and behavioral initiatives that are implemented with full commitment and are foundational to the overall success of the school. Velasquez teaches Ron Clark’s “Essential 55” and

his “ABC’s of etiquette” as the foundation each school year. Students are expected to learn the social and professional skills necessary for life. As a natural partner to that program, Velasquez also implements “Capturing Kids’ Hearts” from the Flippen Group. Teachers have the full immersion training, and the campus uses professional development time and resources for continued study. This model helps students feel appreciated and supported so they can feel comfortable and learn. Fred Jones’s “Teaching Tools” is used as a program for maintaining procedures for students. His strategies for holding students to a high level of behavioral performance are vital in giving children the opportunity to learn.

Velasquez utilizes a Professional Learning Community (PLC) model for incorporating data into the decisions of the campus. Small group instruction is key in the classroom, and groupings are flexible and based upon relevant and current data. Data is used in a variety of ways and serves as the base of all academic discussions on the campus. The use of Doug Reeve’s Data Team model facilitates rich and meaningful conversations to drive the instructional decision-making process.

The staff strives to make the school a warm and inviting place for students and parents. Rewards, incentives, lock-ins, movie nights, and game room time demonstrate some ways that VES inspires students. Teachers are dedicated to getting to know the students and find ways to motivate and reward effort and behavior. The school strives to have entertaining and engaging evening events for the students and families as well. Motivation and student engagement are key elements of education with students of today’s culture, and Velasquez is constantly seeking new and exciting ways to reach students.

Technology is an integral part of the instruction on the William C. Velasquez Elementary campus. William C. Velasquez Elementary has benefited from receiving over \$100,000 in grants to be used for students with an emphasis on technology. This amount of grants was a long-term process encompassing six years with nearly 40 written each year. Each year, VES earned more grants than other schools in the district which served as a milestone to the dedication of this team of educators. Interactive boards, document cameras, laptops, iPads, iPod Touches, and other technology tools can be found in every classroom on campus. While that is similar to many other campuses in the nation, the seamless use of them in daily activities sets VES apart from other schools. Teachers incorporate technology into the lesson, not only as a part, but as a tool for demonstrating conceptual understanding. Students are learning about technology that many do not have the opportunity to utilize at home. Hands-on activities with technology applications are used daily in a manner that both enriches and engages.

Velasquez is truly a unique campus that is deserving of a Blue Ribbon Nomination, and it is evident from the minute one walks through the front doors that this is not a school of mediocrity. Excellence is intertwined with love, care, and fun, which make Velasquez truly one of a kind.

1. Assessment Results:

A.

Texas Public Schools academic success has been measured by the Texas Assessment of Knowledge and Skills test (TAKS). This indicator is used to measure the school's performance in the categories of "all students," "economically disadvantaged students," and several individually categorized ethnicity groups. Velasquez has attained the highest ranking of "Exemplary" every single year. To reach the "Exemplary" mark, a school must have 90% or higher of all students; 90% or higher of economically disadvantaged students; and 90% or higher for African American, Hispanic, and White ethnic groups for each test. For the sub-population to count toward the school's accountability, each student group must be comprised of 30 or more test takers in an individual category. Math and reading tests are given in third, fourth, and fifth grade, with an additional writing test in fourth grade and an additional science test in fifth grade. The school must also maintain 25% or higher of "Commended" students in math and reading for "all students" and "economically disadvantaged" students. Students are designated as "Commended" by reaching a state cut-off score which is achieved by a student missing only one, two, or three questions. Also, 60% of ELL students must meet the standard on their assessments as well.

The expectation is clear from the administrative team that excellence will be measured by "Commended" performance in each state test. It was the expectation that teachers continue to develop prescriptive plans for high achieving students. This mission was designed to take instruction from being focused on low-level and mid-level learners. The campus had a proactive goal for 60% of the students to reach the "Commended" designation for each subject and grade that was in turn developed and measured with grade-level specific SMART goals and data team meetings.

In reading, Velasquez Elementary had a 99% passing rate in 2011 with 99% of economically disadvantaged, African American, and White categories passing. The Hispanic group had a 98% passing rate. There was a 52% commended rate for all students and a 44% commended rate for economically disadvantaged students.

In math, there was a 99% passing rate for all students, Hispanics, Whites, and economically disadvantaged; and there was a 97% passing rate for African Americans. The commended rates for math for all students and economically disadvantaged students were 51% and 44%, respectively. In writing for fourth grade students, there was a 99% passing rate for all measured areas. In science for fifth grade students, there was a 98% passing rate for all students and for economically disadvantaged students. African American students, Hispanic students, and White students had passing rates of 95%, 97%, and 99%, respectively.

Statistically speaking, scores for each year prior are quite similar with only a few marked trends. One trend is the growing percentages of "Commended" students. In 2007, the commended rates for reading were 41% for all students and 28% for economically disadvantaged students. This shows a positive gain in commended levels of 11% and 16% for all students and economically disadvantaged students respectively.

B.

William C. Velasquez Elementary has had a proven history of success on the Texas Assessment of Knowledge and Skills test (TAKS). The testing data has shown consistently high passing rates above 97% for each test subject and subpopulation. The goal for Velasquez students is to increase the percentage of commended performances on the state assessments. Each grade level has been developing long-range

plans to address the needs of all learners in the classroom, including the high achieving students. Commended levels for the African American students have statistically been lower than other groups. This is especially evident in the area of writing for fourth grade students with a commended rate of 21%. Writing has the lowest commended percentages with an overall commended rate of 30% and 24% for economically disadvantage students. The plans put in place to close the gap between passing and commended address all students from kindergarten through fifth grade. Teachers are using research-based strategies to incorporate writing into all subjects. There is an increased focus on writing in kindergarten and in first grade to increase their potential to master writing fully in the grade levels to come. By utilizing Thinking Maps consistently from grade level to grade level and classroom to classroom, students understand the process of writing more fluidly. Students can express their thoughts in all subject areas through the use of Thinking Maps and open-ended questions. Velasquez students are expected to understand material conceptually, not just in direct memory. There is an expectation for the explanation of answers by the students as well as assessments that measure processes, not simply answers.

Velasquez's success is evident in the historically high passing rates and the "Exemplary" rating from the state for the past five years. This is due to the constant drive to "raise the bar" for students and maintaining high expectations for the learners. Students are supported and encouraged in the process, and it is the goal of the teachers and staff to foster a feeling of success. An emphasis on small group instruction for both the struggling learners and high achievers is currently in place. Individualized plans for students are used by teachers campus wide to pinpoint future areas of success for students. Each student has a "next step" in his/her academic process, and the Velasquez goal is to help those children be successful academically. This model of continually reaching for higher success is working and developing a history of high achieving students.

2. Using Assessment Results:

Assessment is the key piece to proactive teaching. At Velasquez, the academic staff has a keen awareness of the benefits of effective assessment. Assessments are used in a variety of ways that are designed to measure student success actively and regularly and pinpoint areas of focus. Velasquez uses several formative and summative tools that allow the process of teaching and learning to be molded to help students academically.

One of the most important elements for Velasquez Elementary is the decision-making processes that occur during "data team" meetings. These meetings include administrators, instructional specialists, teachers, and support staff. The meetings are centered on student assessment data. The data team looks for historic data to support or discount a student's current level of performance as modeled by Doug Reeve's data team process. This process allows the team to see trends for the learner, not simply a "random" score. The team can then develop a prescriptive action plan of interventions for the student that may work. The team sets a timeline, and that student's performance is then monitored through active assessment. This method is Tier I in the Response to Intervention process (RtI).

Parent communication is vital in the teaching and learning process, and Velasquez strives to invest parents more fully. Allowing the parents to see academic performance as compared to peer performance is a helpful communication tool. Parents are able to see the "gap analysis" to determine what the expectations for performance are as compared to their child's performance. Gap analysis is comparing the student's individual score to the mean of the grade level to track growth over time. Teachers are required to have 2 positive parent contacts: one face to face meeting to develop an academic plan for the child and open communication via phone, email, and websites. The teachers utilized these avenues to communicate the strengths and weaknesses of their students as compared to the campus, district, and state. The teacher reviews all collected data to inform the parent. Educators collaboratively develop individualized plans with the parent's input to enhance the student's academics. These plans are also a part of the RtI process in which parents are an integral part of the "problem solving team" of each "tier."

In recent years, Velasquez has seen the need for more rigorous learning and stronger individualized plans for students. Teachers are incorporating small group instruction into their daily differentiated instructional

plans as well as documenting the performance of all children. Teachers are also designing student choice activities, pre-testing, “quick checks,” enrichment, and tiered activities to reach all learners effectively.

Writing continues to receive prominence in every classroom on the Velasquez campus, and training is offered throughout the year on better ways to implement writing in each subject area. Students are encouraged to write out mathematical processes, scientific discoveries, historical perspectives, and even write during counseling or discipline meetings. This focus allows students to become more comfortable expressing themselves in a written, professional manner while improving their content knowledge as well.

Velasquez teachers strive to use the most recent formative assessments, whether formal or informal, to create an evolving plan for each student. This process takes collaboration from all educators and a sincere desire to use data to drive instruction. Teachers cannot simply use end-of-unit tests to measure student gains because those fall too late in the process. Velasquez teachers believe in a proactive approach by utilizing ongoing assessments to gauge understanding and develop the next step for students.

Academic achievement is paramount for students at Velasquez Elementary, and the staff and faculty truly attempt to reach every student with whatever tools are necessary. Through open communication with parents and stakeholders, a collaborative plan with all educators, and on-going assessments, Velasquez is making strides towards reaching 100% of learners.

3. Sharing Lessons Learned:

Velasquez has been privileged to be a school of success and excellence. With success comes responsibility. One of those responsibilities is sharing methods, programs, and procedures that work with other schools and institutions. Velasquez is paired with a partner school in the district based on demographic data. This partnership allows for ideas to be shared between campuses in an on-going manner. Sharing benefits both sides equally. The “learning” school receives fresh ideas, new strategies, and practical suggestions while the “teaching” school has to take a step back and pinpoint areas that have led to success. This practice creates a system of refining processes and becoming more efficient by using only the tools that are working. This component has strengthened Velasquez as the school has had a wide array of opportunities to share about successes as well as several opportunities to learn from others through reflection.

Velasquez Elementary has modeled “data team” conversations for multiple schools in the district as well as other surrounding areas. Schools are learning how to transfer the power of data conversation from being administrator-led to being collaboratively developed. Other schools want to learn how Velasquez uses “real time” data to make informed academic decisions for individual students.

Teachers are encouraged to present staff development for the district as well. Teaching on a subject matter immerses the trainer in the topic, thereby strengthening his/her own skill set. Velasquez has several teachers who are “trainer of trainers” on a wide array of programs and subjects. Teachers are encouraged to attend trainings to become more knowledgeable of their subjects as proven by the 4,392 hours of additional training attained by the VES staff last school year.

The administrative team presents at state conferences. They have presented on culture, organization, and collaboration to administrators and other educators throughout the state. Through these presentations, there have been more schools and groups that have sought further information and modeling. The administrators remain open to questions via telephone or email, visits by other campuses, or other methods of sharing successful tools.

The employees of William C. Velasquez Elementary truly enjoy the process of collaboration both internally and externally. When educators work together, greater things can happen. Velasquez strives to be a school of excellence in every facet, and the employees are also encouraged to learn from other’s

successes as well. The adage to “never stop learning” is a vital foundation in the culture of Velasquez Elementary.

4. Engaging Families and Communities:

Communication between school, home, and the community is a vital part of student success. At Velasquez, the staff uses a variety of strategies to communicate effectively with family and community members. Velasquez uses Twitter, a Facebook fan page, weekly newsletters, email blasts, weekly callouts, group meetings, progress reports, conferences, webpages, blogs, and telephone calls. In an effort to remove all barriers of language, all written communication is printed in English and Spanish, and conferences are translated for families who are limited English speakers.

There are also many partnerships that Velasquez Elementary has formed with family and community members for student success. These partnerships consist of the Lamar Educational Awards Foundation (L.E.A.F.), restaurant business partnerships, the Kids and Cops program, the Parent Teacher Organization, Student Council initiatives, and the Leukemia and Lymphoma Society.

Working with the Lamar Educational Awards Foundation, Velasquez students experienced several extraordinary opportunities. L.E.A.F.’s goal is to support the funding of innovative ideas and classroom projects for the students and teachers of Lamar CISD. Velasquez teachers are committed to excellence. This year, Velasquez teachers surpassed the one-hundred-thousand-dollar mark in grants received from L.E.A.F. With the grants received this year alone, the students will be able to experience an Off Shore Drilling Museum, the Houston Museum of Natural Science, the Rainforest Pyramid, the Aquarium at Moody Gardens in Galveston, the 3D IMAX Movie Dome, and many other unique opportunities. In turn, Velasquez has helped raise over \$5,000 each year to support L.E.A.F. with community donations.

Velasquez has developed a business partnership with restaurants such as Gringo’s and Texas Road House. Once a month, families are invited to dine at one of these establishments, and a percentage of the proceeds are returned to the school to purchase items for the classroom.

Kids and Cops is a non-profit organization made up of deputies from the Fort Bend County Sheriff’s Office. The goal of this program is to reach school-aged children in Fort Bend with a positive message about growing up, life, and the “real world.” The Kids and Cops’ program unites citizens and law enforcement personnel to promote leadership, team building, motivation, and problem-solving techniques.

The Velasquez Student Council is working toward becoming a National Honor Council this year. They are also role models for the “No Place for Hate” initiative. Currently, they are partnering with the Leukemia and Lymphoma Society with the 2011-2012 Pennies Campaign.

The school has an outstanding Parent Teacher Organization (PTO) that works diligently to assist and support teachers and students. The PTO serves as guest readers in the classroom, fund raisers for various events and field trips, and school-wide volunteers for a multitude of projects. They also host an annual curriculum night where families are invited to share their child’s learning experience.

Velasquez understands that it is imperative to foster open lines of communication with the school, home, and community members. This communication creates a shared responsibility for the education of the children at Velasquez.

1. Curriculum:

The vision of Lamar Consolidated ISD's curriculum department is to be an active participant in the learning community as students are empowered to be successful in the global community. The mission of LCISD's curriculum department is adding value to the learning community by using reliable research and district data, creating and maintaining a challenging curriculum, delivering relevant and engaging professional development, and providing aligned and meaningful assessments. A well-aligned, differentiated curriculum is necessary to close gaps and accelerate learning. The curriculum implemented by Velasquez Elementary is built upon the College and Career Readiness Standards (CCRS), which are designed to represent the full range of knowledge and skills that students need to succeed in entry-level college courses, as well as in a wide range of careers.

Velasquez Elementary seeks to provide a reading and language arts education that ensures proficiency in reading, writing, oral and written conventions, research, and listening and speaking skills in a way that students maximize their capabilities and achieve their full potential. Velasquez utilizes the Balanced Literacy program and approach to reading education. The instruction provides many opportunities for reading and writing across the curriculum. Velasquez also uses "Six Traits of Writing" and "Write From the Beginning" as a means to increase the student's rigor in the writing process. The reading curriculum strives to be differentiated by using best practices such as effective questioning, small group instruction, and hands-on activities. Velasquez also focuses on providing an enriching curriculum for English Language Learners (ELLs). These students need to acquire both social and academic language to be proficient in English. The specialists work with teachers to guide a full and successful implementation of all the English Language Proficiency Standards (ELPS).

Velasquez's spiraled mathematics program applies concepts and skills to the real world in a way that uses technology, problem solving, and computational skills in the mastery of content and process so that students will be empowered to reach their full potential to participate in future social, economic, and educational opportunities. The Lamar CISD Mathematics Curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS). Math teachers are trained in the implementation of math initiatives. Teachers guide students to solve problems using the EPSE (Explore, Plan, Solve, and Examine) model. Problem-solving strategies outlined in the Texas Essential Knowledge and Skills are integrated throughout the curriculum as well. The Velasquez curriculum is strengthened by the use of hands-on learning with various manipulatives enabling students to move from concrete and pictorial concepts toward the understanding of abstract concepts. Teachers also use the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate), which provides an effective approach that connects current knowledge to new ideas.

Science is also a strong component of the Velasquez curriculum. It is designed to provide all students with critical thinking skills through active participation in scientific experiences involving descriptive, comparative, and experimental investigations. Investigations consist of: using inquiry methods, analyzing of information, planning safely, implementing classroom and outdoor investigations, addressing vocabulary, analyzing and communicating data, making informed decisions, using tools to collect and record information, and addressing major concepts to meet the needs of the 21st Century learner. The science curriculum also utilizes the 5E model of instruction in a similar method to math. Velasquez science teachers instruct with a technology-rich curriculum that uses the interactive white board, student response devices, and iPads frequently. A science lab, accessed by all grade levels, is located on campus to engage students in hands-on experiences through investigative and explorative learning.

The Velasquez social studies curriculum promotes knowledge of the social sciences and develops social and communication skills in a way that advances proficiency in informed decision making, problem solving, and critical thinking. It is the goal of the employees of Velasquez Elementary that their graduates

will be active participants in work, civic, and family responsibilities of a democratic society. Horizontal and vertical alignment of the curriculum helps students and teachers in making stronger connections to both past lessons and personal experiences with the topic. Through these lasting connections students will achieve a deeper understanding and greater academic success. Velasquez also utilizes “History Alive,” a program recognizing that every student learns differently and that all students benefit from learning in multiple ways. Therefore, each of the K–5 programs is based on a series of instructional practices that allow students of all modalities to experience and learn key social studies concepts.

The goal of the fine arts curriculum is to develop individuals that creatively solve problems using critical and abstract thinking through a progressive, performance-based curriculum so that students feel secure to imagine, discover, and create through life-long involvement in the arts. Velasquez Elementary focuses on the music and visual arts aspects of the fine arts curriculum. Students participate in a vibrant and rich program that is culturally diverse. Students are able to participate in musical performance, and they also prepare art pieces in a variety of media.

State and federal guidelines are followed in the developing of physical education, health, and nutrition goals for the campus. Each student exceeds the minimum standards of minutes of activity each week through a P.E. rotation as well as recess. The P.E. teacher teaches healthy eating habits as well as better lifestyle choices. The teacher motivates the students through a jogging club, P.E. awards, field days, and “Jump Rope for Heart.” The health and nutritional goals for the campus are monitored closely by district personnel and coordinators to ensure that students are receiving the appropriate meal choices. The parents were also given health information and a free health inventory during the school’s annual “Parent Night.”

Velasquez also utilizes technology to enhance instruction, and the teachers instruct students on specific state-developed learning objectives. The campus has a representative to assist with technology instruction, and he provides weekly staff development on how technology can be integrated more fully. The teachers collaborate with the technology staff to make sure that each state standard is met and incorporated into their daily activities and lessons. Technology serves as a motivational tool for students, and it creates a thirst for acquiring knowledge that cannot be otherwise gained.

2. Reading/English:

Velasquez Elementary truly believes that reading is a life-long learning tool that has value not only in school, but in everyday life as well. All aspects of the learning environment require reading skills; therefore, Velasquez teachers strive to make daily reading instruction as rigorous as possible for every level of reader.

When Velasquez opened in 2006, the leadership team focused on three main areas of data collection to guide reading curriculum decisions. These three areas include: the previous year’s local student data, state standards, and state testing data. In creating the school’s mission, it was decided that every effort would be taken to challenge academically every Velasquez student to perform beyond the state’s minimum requirements. After researching several reading approaches, the Velasquez leadership team developed a plan that was centered on the Balanced Literacy model, beginning in kindergarten. This process was further honed over the next three school years to bring additional grade levels on board. LCISD adopted the same model the following year which aided Velasquez in acquiring training, resources, and activities. The Velasquez leadership team understood that it would need on-going teacher training paired with consistent instruction to reach the varied needs of the learners. The staff at Velasquez continually works from the standpoint that all students can be pushed toward their next goal, and those are set individually for students to allow them to reach their utmost potential.

Velasquez teachers strongly believe in instructional differentiation, especially in regards to reading instruction. They regard every student as an individual, and the teachers have designed their instruction to meet each need through the daily use of small groups and the integration of technology applications. They utilize the gradual release concept in learning, shifting the responsibility from the teacher to the student.

Velasquez uses data to drive all instruction, especially in designing activities and objectives for small group instruction. Teachers study reading levels and comprehension in developing their goals for the learners as well as measure their achievements using various formative assessments. The leadership team meets with each grade level bimonthly in Professional Learning Communities (PLCs) to discuss the data and use it to prescriptively plan appropriate classroom instruction. Faculty members also meet as a reading vertical team to discuss best teaching practices as well as make sure that each grade level is using the same instructional vocabulary and methods so that students benefit from consistency throughout each grade level.

Velasquez is set apart from other schools because the VES staff diligently works together to create various levels of reading instruction. Intensive reading academies in kindergarten, first grade and second grade were implemented to provide concentrated instruction to all below-level readers. Last summer, the leadership team developed a “Summer Jump Start” reading program in an effort to lower retention rates in the primary grade levels. The program ran for three weeks prior to the start of school preparing students for the upcoming school year. The English Language Arts (ELA) team provides morning tutorials to third, fourth and fifth graders each morning throughout the school year. These tutorials focus on vocabulary acquisition, comprehension strategies, and critical thinking skills by utilizing questioning stems as researched by Margaret Kilgo. Across all grade levels, consistent use of small group instruction is used to meet the needs of struggling as well as advanced readers. All Velasquez classrooms provide reading instruction through literature circles and literacy stations in order to facilitate discussion and solidify understanding for all on-level and above-level readers. The primary goal at Velasquez is to help every reader find success, and through that process the teachers hope to foster a life-long love of reading for their students.

3. Mathematics:

Velasquez Elementary believes every student needs mathematical fluency to be successful in life. Through the use of data, differentiated instruction, and various learning styles the individualized needs of the learners are met. The staff creatively implements mathematical concepts throughout day-to-day practices. They believe students need a strong foundation of basic facts, vocabulary, and frequent use of manipulatives. Once the foundation is sound, students are confident and ready for tiered instruction.

Planning is essential to overall student success. All of the activities planned for the Velasquez students are aligned with the national, state, and local standards set prior to the beginning of the year. The professionals at Velasquez meet bimonthly in a vertical team setting to debrief on student successes and challenges. This meeting time allows staff members to share successful strategies in which others can implement best practices in their classrooms to meet their students’ needs. Cross-curricular planning is also widely used to reinforce math concepts in other subject areas.

Student data drives the instruction at Velasquez Elementary. From data, teachers have the ability to identify students’ needs, and remedial and enrichment groups are then designed. Differentiated instruction is utilized by staff members in planning and implementation to engage fully all students. Therefore, in every classroom, one can identify individualized and small group activities that appropriately enhance the objectives for each student. For example, students enjoy games, interactive technology, and enrichment activities to motivate them to achieve more. Velasquez developed a first-through-fifth-grade “Math Fact Competition” that occurs each Fall and Spring to motivate students to continue mastering basic facts using a game-show format. Velasquez also participates in St. Jude’s “Math-a-thon” that integrates the importance of helping others in the community while reinforcing the essential math skills needed for success. This program is endorsed by Scholastic and raises money for children of St. Jude’s.

Kinesthetic learning has been a key factor in reaching Velasquez students. Targeted students begin their day with focused tutorials that incorporate playing math games that are directly related to their academic needs. Tutorials are focused on problem solving and numerical fluency that provide students a stronger mathematical foundation.

Velasquez utilizes technology in a multitude of ways. Classrooms have ActivExpressions, FlashMasters, Quizdom, iTouches, iPads, and laptops that are used on a daily basis in exploring and investigating math concepts. Promethean boards, document cameras, and SMART tables are also utilized in classrooms to enhance learning through technology.

Students are provided with various leveled activity choices to reinforce and add rigor and depth to their knowledge. Some of the choice activities include: menus, tic-tac-toe boards, and other choice boards allowing students to personalize their math activities to their personalities. The goal is for students to select activities that surpass the knowledge level of Bloom's Taxonomy and target the synthesis and evaluation levels.

4. Additional Curriculum Area:

The mission of Velasquez for students in science is to foster students' development toward higher education. The teachers at Velasquez adhere to the mission by understanding the importance of aiding students in becoming more science and math-minded. At Velasquez, the teachers regularly utilize the science lab to provide hands-on activities so students can benefit from the full scope of science investigations. The students are eager to explore each time they are scheduled in the lab. They utilize various Foss and Delta Science kits that entail hands-on learning. On any given day, one might find that "puff mobiles" are speeding down the hallways, clay boats are testing buoyancy, volcanoes are erupting, and landforms are being "created." In the hallways, visitors might see habitats from world-wide biomes which provide a daily reminder of the studied material. Guests at Velasquez would see primary students sorting and classifying objects found in nature or upper level students building electrical circuits. These activities allow students to take on the role of "mini-scientists" as they investigate, collect data, and write about it in their interactive notebooks. There is an outdoor greenhouse where students are able to grow and observe plants in a protected environment. An eight-foot butterfly pavilion is housed in the library so students can watch the metamorphosis of caterpillars into butterflies. There are aquariums set up in grade levels for students to enjoy the wonders of aquatic life. Velasquez also has an incubator so students can observe hatching of ducklings. All of these activities allow students to see various cycles of life.

Velasquez maintains necessary resources for students to develop into life-long learners. The educators research sources that will capture the subject of science and relay it in a manner in which students can connect. The Velasquez students are fortunate to have many technology programs that enhance the curriculum and bring the material to life in a whole new manner. Some of the technology found on the Velasquez campus is used in Geocaching with GPS units, Claymation for Cycles in Nature, Interactive Science Promethean lessons from EduSmart, and other technology activities and equipment. Teachers are trained in the LCISD I-Science academy which aides teachers in the seamless integration of science and technology. Gifted and Talented students participated in the interactive Houston Museum of Natural Science's "Crime Scene Investigation" to build upon their creativity and prior knowledge and allow for further investigation.

Velasquez has written and received grants each year which has supported a chemistry show for all students and parents and an inflatable movie planetarium for students to watch the different wonders of science. The faculty had "Science in the Movies" present how science is used to create special effects in movies. Teachers received weather tools, snap circuit kits, and density blocks to enhance further their ability to retain the processes of science and nature.

Finally, the third-through-fifth-grade students have participated in the L.C.I.S.D. Science Olympiad with many of the students placing in the top of their events. Science serves as an integral part of the Velasquez annual curriculum night for students and parents to share in the experience of hands-on learning activities and games.

All of these resources have a tremendous influence on successful learning as proven by the high commended rates on the state assessment. The academic environment and science instruction at Velasquez offer an exciting experience for all students to learn kinesthetically about the world around

them. The teachers' hope is to gain the students' passion and desire for investigation while giving students the necessary tools for discovery. Velasquez teachers continue to develop materials, activities, and plans that engage all students in the exploration of scientific concepts.

5. Instructional Methods:

Velasquez Elementary staff supports differentiated instruction as the key to each student's success. The staff at Velasquez strives to make learning exciting while differentiating instruction throughout the subject areas and across its diverse population. The school uses data to form needs-based groups for remediation or enrichment in instruction. By planning together, creating academic menus, and using technology, the staff provides students with choices that will enhance learning.

Data drives instruction; therefore, data teams meet every two weeks at Velasquez to review the progress of students to determine the need for remediation or enrichment to ensure each child is receiving the proper prescriptive instruction. Students are most successful through kinesthetic learning, so it is vital to incorporate movement when planning lessons. English language learners are most successful when surrounded by a text-rich environment. Teachers label their classrooms and cover their walls with academic vocabulary using anchor charts and word walls in order to provide these students with constant reference tools to connect skills and knowledge.

Teamwork and flexibility are crucial in providing differentiated instruction. In the primary grade levels, an academy classroom for math and reading was created. The academy is designed to provide intensive small group instruction for the students struggling with reading and/or mathematics. In these academies, three teachers work together to solidify the child's foundation for success. Reading and math tutorials are also held prior to the school day to provide students with extra support in the areas of problem solving, vocabulary, and fluency.

The faculty provides students with choices, which gives them the opportunity to be successful by taking a vested interest in their own goals and objectives. One way that students are given choices is through academic menus. With the use of menus, teachers are able to assign different activities for the same skill so that students will be able to choose the activity that suits them best, and in turn, the teacher is able to assess the students' knowledge gained. Teachers then create an action plan tailored to that student's need. Students are provided with technology such as iPods, iPads, laptops, and promethean boards which are used daily to enhance instruction. Skill-based websites and applications provide students and teachers with immediate feedback. Differentiated instruction provides each student with the opportunity to learn to his/her full potential. The staff continues to seek other best practices to engage all learners fully in the educational process.

6. Professional Development:

Professional development is an integral aspect of instruction and learning at Velasquez Elementary. Teachers must be well versed in the curriculum, new trends, and proven practices to be able to reach all students.

The school's first layer of a teacher's professional development is geared toward understanding the needs of the learner with "Capturing Kid's Hearts" strategies. By creating a safe environment for all students, instruction can be more meaningful. This process also creates "social contracts" in the classrooms that minimize disruptions, maximize instructional time, and teach students appropriate methods of behavior.

Teachers are also required to attend professional development in the district and surrounding areas. Lamar Consolidated ISD strives to provide meaningful and practical professional development activities in line with relevant initiatives in the district. Teachers are able to benefit from a balance of presentation, collaboration, and the production of classroom materials in these trainings. Professional development opportunities within the district are often tiered to continue building upon prior knowledge. This allows the teachers to implement the programs in stages to be fully comfortable with the processes. LCISD does not change initiatives each year based on the new trends without first seeking the data. Only after

informed data-decisions have been made does the district require professional development. Data is kept for the processes following the training as well to see if the benefit is truly there after application.

Content knowledge from professional development is reflected in teacher lesson plans and in the classroom. Bimonthly vertical team meetings also function as a campus-level professional development in which content area teachers have a way to interface with each other. This allows time for sharing best practices and planning in a productive and efficient way to ensure that lessons are geared specifically at learning objectives and state standards.

Velasquez has also incorporated Dr. Kathryn Bell-McKenzie's "teaching and learning tours" model. In this model, teachers visit other teacher's classrooms in a non-evaluative manner to observe the rigor and student engagement level in the classroom. This process allows teachers to become keenly aware of classroom setups and programming that enhances student engagement. These activities have opened up dialogue among teachers on how to assist students better. It creates collaboration on campus as ideas and best practices are seen and shared more freely.

The Velasquez staff seeks to find new and innovative practices to engage students. Technology is used in a productive manner based upon trainings and professional developments. Although Velasquez has experienced great success, the drive to find better ways to facilitate learning propels them from an idle stance in the area of professional development.

7. School Leadership:

A vital part of any high-performing organization is the vision and leadership component. William C. Velasquez Elementary is no exception. The school's vision has always been clearly stated, and expectations have been held high and consistent. Leadership on the campus has had a united front with campus decisions, and the administration continues to have consistent implementation of goals and expectations.

The Velasquez leadership team consists of the Principal, Assistant Principal, Counselor, Lead Special Education teacher, and four content specialists. The Core Team helps plan upcoming events and activities, plans curriculum with grade levels, and helps facilitate communication to and from administration. This creates a conduit for communication for each grade level. Content specialists are all assigned teachers to coach in addition to their duties as co-teachers in the classroom.

The administrators meet daily to develop and review long-range and weekly goals. During these meetings, they study relevant and recent data to make decisions for coaching, planning, and instruction. Small group instruction is the focus for classroom observations, and the administration finds ways to ensure that lesson plans reflect an efficient use of instructional time.

Another significant responsibility of the leadership team is staff motivation. Motivated and appreciated employees work harder, have stronger buy in, and pass on their enthusiasm to the students. The administration has always sought to reward employees in a wide varieties of ways to help them continue celebrating successes and striving for more. All teaching staff have been given iPads and other technology to use with students, and this gives them a feeling of professionalism. Teachers are given a strong voice not only for concerns, but for new ideas and solutions also. This collaboration gives teachers a stronger sense of motivation as well. The Principal sends a daily email to all staff that includes a positive message, quote, and application to the day. This correspondence is encouraging and motivating to the staff, and it opens dialogue between teachers and the administration.

The school leadership team pursues new ways to bring enjoyment into the learning environment by trying new endeavors, celebrating successes often, and encouraging positivity. The Velasquez administrative team is constantly working toward pushing excellence in education, compassion for students, and joy in the workplace to higher levels every day.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year:
2007/2008/2009/2010/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	98	96	99	96	100
Commended	39	29	52	44	53
Number of students tested	100	94	88	80	68
Percent of total students tested	94	94	96	95	85
Number of students alternatively assessed	6	6	4	4	12
Percent of students alternatively assessed	6	6	4	5	15
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	95	98	94	100
Commended	30	30	51	38	42
Number of students tested	46	40	51	32	33
2. African American Students					
Met Standard & Commended	94	88	100	88	100
Commended	17	31	40	35	31
Number of students tested	18	26	25	17	13
3. Hispanic or Latino Students					
Met Standard & Commended	100	97	100	97	100
Commended	36	34	45	35	52
Number of students tested	39	29	31	37	31
4. Special Education Students					
Met Standard & Commended			93	80	
Commended			43	10	
Number of students tested	6	9	14	10	7
5. English Language Learner Students					
Met Standard & Commended	100				100
Commended	40				43
Number of students tested	15	4	9	9	14
6. White					
Met Standard & Commended	97	100	97	100	100
Commended	51	21	67	62	65
Number of students tested	37	34	30	26	20
NOTES:					
In 2006-2007, 12 students were assessed alternatively and efforts were made to decrease those numbers.					

12TX20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Texas Assessment of Knowledge and
3 Skills

Edition/Publication Year:
2007/2008/2009/010/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	99	98	99	97	96
Commended	63	63	58	57	49
Number of students tested	101	94	85	77	71
Percent of total students tested	95	94	93	93	90
Number of students alternatively assessed	5	6	6	5	8
Percent of students alternatively assessed	5	6	7	6	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	98	100	100	97	94
Commended	55	53	55	50	33
Number of students tested	47	40	49	30	33
2. African American Students					
Met Standard & Commended	100	100	100	94	100
Commended	32	50	60	47	40
Number of students tested	19	26	25	17	15
3. Hispanic or Latino Students					
Met Standard & Commended	100	93	97	97	93
Commended	69	76	44	50	50
Number of students tested	39	29	32	34	30
4. Special Education Students					
Met Standard & Commended			100	80	
Commended			50	50	
Number of students tested	7	9	10	10	6
5. English Language Learner Students					
Met Standard & Commended	100				87
Commended	40				27
Number of students tested	15	4	9	9	15
6. White					
Met Standard & Commended	97	100	100	100	95
Commended	78	59	69	73	55
Number of students tested	37	34	26	26	22
NOTES:					

12TX20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Texas Assessment of Knowledge and
4 Skills

Edition/Publication Year:
2007/2008/2009/2010/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	99	100	94	92	97
Commended	61	52	47	41	48
Number of students tested	84	89	86	79	75
Percent of total students tested	91	92	95	98	82
Number of students alternatively assessed	6	7	4	2	15
Percent of students alternatively assessed	7	7	4	2	16
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	97	100	87	92	100
Commended	63	44	32	35	29
Number of students tested	35	48	38	37	34
2. African American Students					
Met Standard & Commended	94	100	81	90	96
Commended	65	32	33	33	26
Number of students tested	17	22	21	21	23
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	98	97	100
Commended	65	44	43	47	46
Number of students tested	31	32	42	36	24
4. Special Education Students					
Met Standard & Commended			75	76	
Commended			25	12	
Number of students tested	7	9	16	17	3
5. English Language Learner Students					
Met Standard & Commended				100	
Commended				13	
Number of students tested	4	7	6	15	6
6. White					
Met Standard & Commended	100	100	100	82	96
Commended	53	68	68	41	67
Number of students tested	30	31	22	17	27
NOTES:					
In 2006-2007, 15 students were given an alternate assessment, and efforts were successfully made to decrease those numbers.					

12TX20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year:
2007/2008/2009/2010/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	99	96	95	94	97
Commended	47	32	33	27	36
Number of students tested	86	91	83	78	75
Percent of total students tested	93	94	91	96	82
Number of students alternatively assessed	5	6	7	3	16
Percent of students alternatively assessed	5	6	8	4	17
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	100	94	89	92	97
Commended	32	22	23	28	24
Number of students tested	37	50	35	36	34
2. African American Students					
Met Standard & Commended	100	87	89	90	100
Commended	39	9	28	29	30
Number of students tested	18	23	18	21	23
3. Hispanic or Latino Students					
Met Standard & Commended	97	97	95	97	96
Commended	41	24	31	29	29
Number of students tested	32	33	42	35	24
4. Special Education Students					
Met Standard & Commended		91	77	81	
Commended		18	8	6	
Number of students tested	9	11	13	16	3
5. English Language Learner Students					
Met Standard & Commended				86	
Commended				0	
Number of students tested	4	8	6	14	6
6. White					
Met Standard & Commended	100	100	100	94	96
Commended	50	48	41	18	44
Number of students tested	30	31	22	17	27
NOTES:					
In 2006-2007, 16 students were given an alternate assessment, and efforts were successfully made to decrease those numbers.					

12TX20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Texas Assessment of Knowledge and
5 Skills

Edition/Publication Year:
2007/2008/2009/2010/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	97	97	99	94	96
Commended	49	48	51	42	53
Number of students tested	89	94	73	78	81
Percent of total students tested	94	93	95	92	89
Number of students alternatively assessed	6	7	4	7	8
Percent of students alternatively assessed	6	7	5	8	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	96	98	97	94	95
Commended	37	40	44	31	50
Number of students tested	46	45	34	35	38
2. African American Students					
Met Standard & Commended	95	95	95	90	95
Commended	10	35	30	29	33
Number of students tested	21	20	20	21	21
3. Hispanic or Latino Students					
Met Standard & Commended	97	98	100	94	92
Commended	53	50	52	35	54
Number of students tested	32	40	33	31	26
4. Special Education Students					
Met Standard & Commended			100		
Commended			42		
Number of students tested	6	7	12	8	9
5. English Language Learner Students					
Met Standard & Commended					
Commended					
Number of students tested	5	4	8	6	7
6. White					
Met Standard & Commended	97	100	100	96	100
Commended	71	44	69	60	69
Number of students tested	31	27	16	25	32
NOTES:					

12TX20

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Texas Assessment of Knowledge and
5 Skills

Edition/Publication Year:
2007/2008/2009/2010/2011

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	97	99	93	90	93
Commended	47	48	27	26	30
Number of students tested	91	93	73	82	82
Percent of total students tested	96	92	95	96	92
Number of students alternatively assessed	4	8	4	3	7
Percent of students alternatively assessed	4	8	5	4	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	96	98	91	87	87
Commended	40	41	29	15	23
Number of students tested	47	44	34	39	39
2. African American Students					
Met Standard & Commended	95	95	95	88	77
Commended	19	35	29	21	18
Number of students tested	21	20	21	24	22
3. Hispanic or Latino Students					
Met Standard & Commended	100	100	91	87	96
Commended	48	50	25	23	31
Number of students tested	33	40	32	30	26
4. Special Education Students					
Met Standard & Commended			92	54	
Commended			0	0	
Number of students tested	8	6	12	13	9
5. English Language Learner Students					
Met Standard & Commended					
Commended					
Number of students tested	5	4	7	7	7
6. White					
Met Standard & Commended	94	100	94	96	100
Commended	59	58	25	30	41
Number of students tested	32	26	16	27	32
NOTES:					

12TX20

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard & Commended	97	97	97	94	97
Commended	49	42	49	42	51
Number of students tested	273	277	247	237	224
Percent of total students tested	93	93	95	95	85
Number of students alternatively assessed	18	20	12	13	35
Percent of students alternatively assessed	6	6	4	5	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	97	97	94	93	98
Commended	41	38	43	34	40
Number of students tested	127	133	123	104	105
2. African American Students					
Met Standard & Commended	94	93	92	89	96
Commended	28	32	34	32	29
Number of students tested	56	68	66	59	57
3. Hispanic or Latino Students					
Met Standard & Commended	99	98	99	96	97
Commended	50	43	46	39	50
Number of students tested	102	101	106	104	81
4. Special Education Students					
Met Standard & Commended	100	100	88	79	94
Commended	36	19	35	14	47
Number of students tested	19	25	42	35	19
5. English Language Learner Students					
Met Standard & Commended	100	100	100	96	88
Commended	45	46	26	19	29
Number of students tested	24	15	23	30	27
6.					
Met Standard & Commended	97	100	98	94	98
Commended	57	43	67	56	67
Number of students tested	98	92	68	68	79
NOTES:					

12TX20

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard & Commended	98	97	95	93	95
Commended	52	47	40	36	37
Number of students tested	278	278	241	237	228
Percent of total students tested	94	93	93	95	88
Number of students alternatively assessed	14	20	17	11	31
Percent of students alternatively assessed	4	6	6	4	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard & Commended	97	97	94	91	92
Commended	43	37	38	29	26
Number of students tested	131	134	118	105	106
2. African American Students					
Met Standard & Commended	98	94	95	90	91
Commended	29	31	40	30	28
Number of students tested	58	69	64	62	60
3. Hispanic or Latino Students					
Met Standard & Commended	99	97	94	93	94
Commended	53	48	33	34	37
Number of students tested	104	102	106	99	80
4. Special Education Students					
Met Standard & Commended	87	96	88	71	94
Commended	29	22	17	15	16
Number of students tested	24	26	35	39	18
5. English Language Learner Students					
Met Standard & Commended	100	100	90	86	85
Commended	45	25	18	16	21
Number of students tested	24	16	22	30	28
6.					
Met Standard & Commended	96	100	98	97	97
Commended	63	54	48	43	45
Number of students tested	99	91	64	70	81
NOTES:					

12TX20