

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

[X] Public or [] Non-public

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

Name of Principal Ms. Betty Jenkins

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

Official School Name Blackshear Elementary Fine Arts Academy

(As it should appear in the official records)

School Mailing Address 1712 East 11Th Street

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

City Austin State TX Zip Code+4 (9 digits total) 78702-2796

County Travis County State School Code Number* _____

Telephone 512-414-2760 Fax 512-477-7640

Web site/URL http://blackshearyellowjackets.org E-mail betty.jenkins@austinisd.org

Twitter Handle @BlackshearArts Facebook Page Blackshear Elementary Fine Arts Academy Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Paul Cruz E-mail: paul.cruz@austinisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Austin Independent School District Tel. 512-414-2482

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Gina Hinojosa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 84 Elementary schools (includes K-8)
 - 18 Middle/Junior high schools
 - 16 High schools
 - 1 K-12 schools
- 119 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	19	37
K	27	23	50
1	29	21	50
2	18	21	39
3	16	19	35
4	14	19	33
5	7	20	27
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	129	142	271

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 29 % Black or African American
 - 65 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 31%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1	218
(5) Total transferred students in row (3) divided by total students in row (4)	0.312
(6) Amount in row (5) multiplied by 100	31

7. English Language Learners (ELL) in the school: 31 %
83 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Arabic, Swahili, Haitian
8. Students eligible for free/reduced-priced meals: 91 %
 Total number students who qualify: 246

Information for Public Schools Only - Data Provided by the State

The state has reported that 97 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
30 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	98%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: Students are provided with the knowledge and skills necessary for cognitive, creative, emotional and social growth through sequential study, practice, and reflection, leading to personal and academic success.

PART III – SUMMARY

Blackshear Elementary School opened in 1891 to provide a free, public education to Austin’s African-American children during a time when public schools in Austin were segregated. Through the challenging years of desegregation in the Austin Independent School District (AISD), programs and facilities were expanded to service the educational needs of the growing and changing student population. Blackshear’s history includes not only historical controversial and academic challenges, but also recent obstacles such as neighborhood gentrification, which has led to a significant decrease in student enrollment over the past 10 years. During the 1999-2000 school year, Blackshear’s enrollment was approximately 450 students. Until last school year, enrollment was at half that number of students. The projected student enrollment for the 2014-15 school year remained decreased with only 212 students. However, due to the progressive fine arts curriculum and an academic commitment offered by Blackshear Elementary personnel, the school has been transformed into an academically vibrant and culturally rich campus that is currently ranked as one of the highest performing academic elementary schools in the state with an enrollment of nearly 300 students. This revitalized school is also the first public elementary Fine Arts Academy in AISD.

Currently, the student demographics of Blackshear Elementary Fine Arts Academy are the following: 65% Hispanic, 30% African American and Black, 4% White, and 1% Asian, with 97% of the total student enrollment classified as economically disadvantaged. Additionally, of the nearly 300 enrolled students, 65% are classified as academically “at-risk”, a phrase denoting a student who, if left to standard pedagogical and curricular programming methodologies, may not experience academic success in middle school and/or high school. These students are consequently limited in their probability of entering university. Blackshear Elementary is geographically located east of Interstate 35 in one of the highest crime areas in the city. Despite the many challenging factors surrounding our school and students, recent transformative years have empowered our students to thrive academically while enhancing their social-emotional learning and building bonds in both a culturally and creatively rich fine arts community.

Over the past three years, Blackshear Elementary has overcome many of the academic challenges that typically beleaguer an east Austin Title 1 campus by establishing many inspiring partnerships which support and complete the campus’s creative and artistic transformation. In addition to little academic background knowledge, many Blackshear students enter school with a lack of exposure to fine arts and enrichment opportunities -- activities that more affluent children participate in outside of school in order to embrace, nurture, and develop their artistic interests. To help reverse this trend, students at Blackshear Elementary Fine Arts Academy are able to experience a range of innovative programs led by highly skilled faculty, community volunteers, and artists. During the normal school day, students receive instruction in creative learning strategies in a multitude of Fine Arts concentrations. Blackshear’s alliances with local artists and professional and community organizations offer a myriad of creative and enriching programming for the students. This includes individual and group instruction in artistic expression, ballet and dance, multiple musical instruments, photography, creative movement, and theatre. The breadth of offerings shows that collaboration with more than thirty partnering organizations and artists positively impact students’ lives by offering challenging, transformative artistic enrichment to all Blackshear students.

During the same three year timeframe, academic performance has also thrived, as measured by the Texas Education Agency (TEA) accountability rating system. This has resulted in the school earning numerous awards. Blackshear’s academic performance in academic year 2013-14 resulted in Blackshear earning all six possible TEA academic distinctions, with high 90 percentage passing rates in all core subjects. In the summer of 2014, Blackshear earned a double honor when it was named a Gold Ribbon elementary school by the Texas nonprofit organization “Children at Risk”. TEA also recognized Blackshear as one of a select number of Title I Reward Schools due to its high student academic performance. Such remarkable accomplishments have been realized through the mutual efforts of staff, parents, administrators and community members that collectively embrace a philosophical approach which provides Blackshear students a well-rounded educational experience through quality academic, enrichment and physical exercise programs.

Many recent newspaper articles and news outlets have featured and highlighted the successes of Blackshear students, staff, and administration. This media coverage has drawn attention to the effectiveness of the campus's collaborative culture, transformational leadership, academic systems, creative learning, and transformative fine arts initiative. Blackshear Elementary School's innovative and progressive approaches boost economically disadvantaged students to high performance levels that prepare them for future success. The faculty and learning systems remediate and accelerate children up to grade level and provide each student with a strong academic foundation. Additionally, community and professional partnerships enrich the students with fine arts opportunities that actively develop and offer a whole-child learning experience.

Blackshear YellowJackets - "Together, We Educate, Enrich, and Exercise to Excel!"

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Blackshear Elementary Fine Arts Academy educators are dedicated to ensuring that every student masters the Texas Essential Knowledge and Skills (TEKS). Beginning each summer, administration, support staff, and teachers meet to analyze campus, district, and state student achievement data. This team conducts a thorough review of available curriculum resources and works diligently to identify effective academic resources aligned to the TEKS, with research based success and effective, pragmatic implementation at schools with similar demographics. Individual student academic and social progress is reviewed and used to plan core instruction and guide development of intervention and enrichment plans. This key step is the beginning of a systemic approach to a school-wide curriculum directly aligned to the TEKS, ending in the production of a grade-level scope and sequence for each content area, clearly delineated weekly lessons, and instructional resources.

Blackshear’s reading program is based on “Balanced Literacy”, a well-researched approach with positive program outcomes and alignment to the TEKS and national core reading standards. Primary grade level educators implement components of explicit phonics instruction, vocabulary development, shared reading, guided reading, and writing. A foundation of academic English is provided by implementing a unique fluency program of reading, spelling, and defining of the most frequently used words. Each grade level has specific fluency rate goals with year-end expectations. When students reach second grade, they join the campus initiative of spelling the 1,000 most frequently used words. This project culminates with a formal spelling bee in May.

As with reading and writing, comprehension is imperative for student success. Students use common methods for analyzing texts, while being exposed to a variety of genres. A variety of texts are chosen to address student interest and reading level. Teacher-led whole-group discussions are followed by small guided reading groups that focus on homogeneous skills. Teachers’ work with small guided reading groups allows for differentiation of instruction based on students’ individual academic levels. Such leveling addresses the needs of each student whether they require intervention to accelerate to grade level performance, or extension based on their above-level acquisition of content. Creative learning strategies focusing on comprehension and vocabulary are embedded within instruction.

One distinctive initiative important to students’ mathematics success is the numerical fluency program for first through fifth grade in which students must master nine elements of numeracy, from basic math to fractions and decimals. Because the numeracy program is differentiated, each student progresses at their individual pace. Through this process, students in need of additional support are identified and paired with an adult who provides daily intervention. Additionally, high achieving students receive above grade level work to further challenge them. Another defining aspect of Blackshear’s mathematics curriculum is a spiraling grade level skill-based resource, the daily math warm-up. This program introduces new skills while reviewing and reinforcing previous skills. Each day is comprised of numeracy practice, daily math warm-ups, and a core lesson aligned to the TEKS. Students are motivated by the “Math License”, which students can earn by excellence in mathematics and awarded at assemblies for mathematical achievement.

Blackshear’s exceptional science achievement is attributed to systemic application of warm-ups, core lessons, and hands-on experiences. Students begin with a daily science warm-up that reviews previously taught vocabulary and skills while adding new concepts. Teachers also provide lessons extending beyond the classroom. Students participate in science camps, science fairs, and learn nutrition and sustainability through gardening. Students also learn from college students and Professors from Huston-Tillotson, a neighboring university. Additionally, students in grades kindergarten through 2nd grade participate in a “Mad Scientist” enrichment class for additional science experiences.

Social studies TEKS instruction is creatively embedded in meaningful ways. To provide a personal connection and cultural appreciation to the heritage of Blackshear, all staff participated in a book study investigating the history of Blackshear Elementary and its surrounding neighborhood. Students have

interactive learning experiences about their own community and learn United States history through songs. Blackshear Minitropolis, a project sponsored by a business partner, provides students with a 21st century learning experience in social, academic, and real-life skills needed for responsible citizenship that expands their knowledge of different careers. This program supports economics and financial literacy as students participate in an economy, earning fictitious money for school attendance, homework, citizenship and school-based jobs.

To close achievement gaps, educators teach fundamental skills and utilize differentiated instruction and resources. Assessments with common learning objectives are developed at each grade level. This data, shared with administrators and specialists, drives instruction, as it ensures that curriculum is informed by student needs and performance. These checkpoints assist teachers in monitoring progress, which in turn allows for differentiation of instruction and an efficient mode of communication. Students at Blackshear vary widely in their ability and needs, and the curriculum and instruction is designed to meet the needs of all groups. Blackshear's uniquely-designed academic intervention programs, as they are implemented within the core curriculum, are the defining factor in the continued academic success of a school with a Title I distinction.

For schools that offer preschool for three and/or four year old students: additionally in approximately 100 words describe 1) the core curriculum areas provided; 2) the alignment of early childhood and K- Grade 3 academic standards; and 3) any indicators of the impact of early education on school readiness and success in the primary grades.

One of the greatest supports at Blackshear Elementary Fine Arts Academy is early childhood programming, which provides the youngest students opportunities to develop school readiness through a daily, structured environment of learning and social interactions. Pre-kindergarten students develop a sense of personal responsibility as they build a classroom community through cooperation and active participation. Pre-kindergarten students are exposed to the curricular programs implemented in kindergarten through fifth grade as they are included in special programs of the school. Their specific curriculum is set to encourage expressive language development, as well as both fine and gross motor skills. Math programming is aligned to the skills based numeracy program implemented in grades Kindergarten through fifth grade and teachers incorporate numeracy with all daily activities. Science is a part of the day in pre-kindergarten as evidenced through their room dedicated to Science, in which the world of science is brought into the school building. The practices and procedures established in pre-kindergarten provide students with the necessary prerequisite skills to continue successfully each academic year.

2. Other Curriculum Areas:

Stepping into the halls of Blackshear Elementary Fine Arts Academy, one can't help but notice the "buzz" around campus as students transition from one class to the next. One may see kindergarteners excitedly plié upstairs towards the ballet studio, 3rd graders holding violins under their chins with pride, or the occasional 4th grader practicing a Shakespearean monologue. When the campus set out to become a Fine Arts Academy, it was very important to meaningfully integrate the visual and performing arts as a means to provide all students with the knowledge and skills necessary for cognitive, creative, emotional and social growth through sequential study, practice, and reflection. Blackshear set about accomplishing this arts-rich environment through three signature aspects of the school's motto: to be inclusive of education, enrichment, and exercise. With this goal in mind, Blackshear teachers receive professional development and partnerships have been created with the community.

Blackshear teachers have mastered a variety of creative learning strategies through professional development from The University of Texas, the Creative Learning Initiative of Austin, and the Department of Social and Emotional Learning. These trainings fostered an understanding of new art-rich methodologies by which teachers could reach students through the delivery of lessons directly aligned to the technology and fine arts strands of the Texas Essential Knowledge and Skills (TEKS). A writing lesson could be sparked through the sensory exploration of an artifact or a student could make personal connections to complicated themes in history or science in the style of pantomime. When one brings these innovative strategies into core content lessons, learning becomes active, engaging, and social. Teachers provide the

catalyst for students to think critically, solve problems creatively, work cooperatively, and use imagination to elicit the most genuine learning moments.

In addition to arts-rich core content, each classroom works with a fine arts community partner that provides year-long programming. Blackshear's commitment to a 31% concentration in fine arts instruction has allowed for partnerships with Austin's arts community. Through these partnerships Blackshear has been able to recruit professional teaching artists who are experts in their fields and work alongside their classroom teachers. Illustrious organizations such as Ballet Austin, Sound Waves Orchestra, the UT-Austin Shakespeare at Winedale Outreach program, and Center Stage Texas work on a regular weekly basis with Blackshear's Title I students during the regular school day. Opportunities to become bold, public speakers are found on stage for 2nd graders as they embody a writer's purpose by performing "Annie" instead of the standard read aloud process. Each grade level participates in a developmentally-appropriate offering such as ballet and dance for kindergarteners and 1st graders, technical theater for 2nd graders, orchestra for 3rd graders, performance theater for 4th graders, and digital arts and logo design for 5th graders. Fifth grade technology TEKS classes, usually fulfilled sitting in the computer lab, are spent walking the campus through the viewfinder of a digital camera and editing authentic products. In addition to the many creative ways students are involved in the use of technology, students are instructed in a technology curriculum that emphasizes proficiency in key boarding and word processing skills. Students develop into artists who create, lead, inspire, and contribute to a global community through active involvement in creating, performing, and producing.

Enrichment at Blackshear consists of choice-based sessions in which students participate each Friday. The sessions provide students opportunities to extend classroom learning in technology, exercise, health and nutrition, and the arts. Technology programs include sessions such as the school's web-based morning newscast, which students write, design, and perform daily over Adobe Connect; stop motion animation class, in which students write, storyboard, create props, and act out an original story using iPads; and screen printing, where students design logos for the school's t-shirts as a means of demonstrating a commercial process from ideation to commercialization. Health and nutrition initiatives include the garden program, which emphasizes sustainability, nutrition, and care for the environment; cycling club, which teaches safety, maintenance, and cycling outdoors; athletics club, which is held three times weekly and not only trains and conditions students but also promotes teamwork and cooperative play; running club, which provides a healthy start to the day held before school twice a week; and yoga, offered for teachers and students weekly. The sessions are taught by both community members and teachers. Through arts education, Blackshear faculty promote learning systems that remediate and accelerate children up to grade level and provide each student with a strong academic foundation, bolstered by an impressive arts education.

Blackshear YellowJackets - "Together, We Educate, Enrich, and Exercise to Excel!"

3. Instructional Methods and Interventions:

Blackshear Elementary is dedicated to ensuring that every student achieves mastery of all Texas Essential Knowledge and Skills (TEKS). This requires a bank of instructional methods from which our faculty can draw on a daily basis. During the summer and the beginning of the school year, the administration, support staff, and teachers meet to analyze campus, district, and state data, as well as to review resources available to meet the academic needs of all students. During this time, each student's academic and social progress is reviewed and information is used to plan the delivery of core instruction and to guide the development of intervention and enrichment plans for individual students and whole class lessons. This beginning-of-year review is a key step that initiates the planning of customized curricular resources and instructional methods that are systematically used school-wide in order to ensure that differentiation is applied to meet the needs of all students groups, including our students identified as Gifted and Talented.

Students receive differentiated instruction in and out of the classroom. Each classroom is designed to deliver instruction to whole group, small groups, and individual students. In the classroom students are exposed to strategies which span from rote memorization for math facts and spelling programs to more creative, project based-learning, as well as the use of creative learning strategies such as art talk, stage picture, or narrative pantomime. Kinesthetic and associative learning are also used. Teachers approach

lessons from a variety of modalities to address different learning styles. Students who have difficulty mastering the curriculum are provided with supplemental, individualized instruction in order to achieve mastery.

Students in need of individual support receive tiered intervention from the general classroom teacher as well as the resource teacher or instructional specialist. In such approach, teacher-led whole-group discussions are followed by small guided reading groups that focus on homogeneous skills. Teachers' work with small guided reading groups allows for differentiation of instruction based on students' individual academic levels. Such leveling addresses the needs of each student whether they require intervention to accelerate to grade level performance, or extension based on their above-level acquisition of content. Similar to intervention provided for students in need of additional support, during an organized time each day, students that are advanced in their grade level are provided individualized instruction by staff members assigned to work with them. Blackshear Elementary provides a well-thought out curriculum delivered through a variety of techniques and styles, all designed with student success in mind.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Blackshear Elementary has undergone many changes within the past five years from 2009 through 2015. During the spring semester of 2012, the Blackshear staff and students were introduced to a new principal as well as a new, more rigorous and time limited state assessment with the State of Texas Assessments of Academic Readiness (STAAR). From the 2009-10 school year to the 2011-12 school year, percent passing rates on the state assessments reflected a steady decrease, which could have been impacted greatly in 2011-12 due to the change in state assessments from the Texas Assessment of Knowledge and Skills (TAKS) to the STAAR. In 2012, Blackshear's new leadership collaborated with faculty and parents to restructure learning in order to achieve success for all students, leading to the implementation of new curricular programs and systems.

Over the past two years, students have excelled academically as measured through the accountability system set by the Texas Education Agency (TEA). Blackshear's results for the 2013-14 school year resulted in six academic Distinction Designations, recognizing outstanding achievement. The Distinction Designations were due to 96% of Blackshear students passing Reading, 97% of the students passing Math, 100% of the students passing Writing and Science. Despite the academic gains and percent passing rates of students, Blackshear's faculty and administration strive to close the achievement gap in one subgroup; the African-American subgroup in third grade Reading.

Factors contributing to the gap reflected in the data can be due to mobility rate, small student samples, or the maternity leave of the teacher in third grade from February to May, during the 2013-14 school year. In this year, Blackshear experienced a 30% mobility rate, indicating not all students had the opportunity to participate in Blackshear's curricular programs for a full seven months prior to testing. Additionally the total number of African-American students tested in third grade was a small sample size of six students. With such a small sample size, the percent passing rate can be significantly decreased each time a student does not meet the expected passing rate. However, to ensure that every student is successful, curricular programs continue to be streamlined, and instructional specialists work with high-needs students daily. Additionally, students are monitored closely and offered additional classes after school and offered extra time prior to the beginning of the school day for participation in engaging, web-based reading and mathematical programs. The Blackshear staff continue to strive for the success of all students.

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

Multiple assessments are used to improve student achievement. Campus stakeholders utilize data from campus, district, and state assessments to monitor student progress and plan for core, enrichment, and intervention instruction. The campus-level data offers both formative and summative information that helps in making instructional decisions. These data sets pinpoint student strengths and intervention needs. The district-level data offers not only information on meeting curricular and district goals but also a comparison of the students' achievements to other campuses or demographics. The state-level assessment data provides an overall picture of how Blackshear compares to other Texas schools based on grade level and demographics.

At Blackshear, weekly assessments that relate to learning objectives are developed by each grade level. Teachers maintain and submit the data from these assessments to administrators and support personnel. The data is used to analyze each grade level's instruction, progress, and student needs. These weekly checkpoints offer teachers the opportunity to monitor student progress and offer the students and parents immediate feedback on achievement. Monitoring this data helps instructors to plan lessons and determine areas of need at the student and whole class level. Once areas of need are determined, action plans are developed by the teachers, support staff, and administrators. If the learning objective issue is at the whole class level, a sequence to revisit learning objectives is outlined and strategies and resources are identified. When individual students are struggling or perform beyond expected levels, teachers as well as support staff and administrators similarly plan lessons, determine resources, identify groupings, and monitor student progress

in remediated work. The administrator uses this data to assist in identifying instructional supports, professional development, and sources of expertise.

A variety of avenues are used to inform students of their progress. Teachers and administrators regularly discuss performance assessments with students. Positive feedback is given via various student incentives and parents are informed about student progress through progress reports, conferences, phone calls, and report cards. The principal holds monthly “Principal’s coffee” where she discusses student performance and offers parents the opportunity to review and understand data. School data is shared in comparison to other similar school groups and examples of each of the academic systems are reviewed with parents. Examples of college readiness levels are often a focus of conversation within parent meetings. Various other functions also offer opportunity for the administration and staff to share assessment results and needs, such as Back to School Night, Student of the Month celebrations, Literacy Night, and PTA meetings. At these gatherings, the administrator and teachers share student progress and welcome feedback from the campus community.

Part VI School Support

1. School Climate/Culture

When Blackshear Fine Arts Academy embarked on its journey to become the first public fine arts elementary school in Austin, the words “Making the World Our Stage!” graced the marquee. The metaphoric stage on which Blackshear students now perform was built by a strong community of highly-organized, dedicated administrators and passionate educators who truly believe that any child can learn. Blackshear students perform on this stage academically, socially, and emotionally every day.

Blackshear has school-wide systems in place to guarantee that students know basic skills, working against the challenging academic background many students bring with them when they begin on campus. Each grade level begins the day with 5-minute math facts drills. When students reach a certain goal, they “level up” and are awarded a “math license” which they proudly wear. A list of non-negotiable spelling words adorn the walls of the cafeteria. Students are accountable for these words through weekly spelling tests, which get progressively challenging each week. Students enjoy the healthy competition and goal-oriented environment that these systems provide.

Of course, young minds need more than just math licenses and spelling bees to motivate them! Blackshear is part of the first vertical team to be included in Austin ISD’s Creative Learning Initiative. All staff members have received professional development on how to integrate the arts into all core academic subjects. These Creative Learning Strategies allow students to develop art interpretation skills, analyze literature, and associate human experiences with various forms of art. There is a balance of structure and fun in these lessons that support and harness the creativity of the teachers as well as the students.

Faculty members meet alongside community members, working together on decision-making processes that support these programs. All staff members belong to one of four teacher-led committees: the Creative Learning Committee, the Green Team (Science and Garden Committee), the Social Emotional Learning (SEL) Committee, and the Technology Committee. Through these committees, teachers initiate projects such as enrichment showcases, a school garden, anti-bullying events, and a ‘Day of Coding’. When teachers know their work and input are valued, involvement is high, passions run deeper, and so do accountability and success.

The connection between the positive learning environment and student success is evident when one walks the hallways on an average day. Strolling through the school one will experience elaborate displays of student artwork created in the style of famous artists such as Georgia O’Keefe’s flowers and Picasso’s guitars, the sound of the student choir singing songs from a variety of cultures, and the student stage manager of the school newscast setting up computer equipment as the news anchors rehearse scripts that they wrote. Glance into the ballet studio to see kindergarteners practicing their plies and jetes. These activities, and many more, are showcases of our students’ motivation to excel in both traditional academics and the fine arts.

2. Engaging Families and Community

Blackshear Elementary promotes a philosophy of community and family engagement which follows the African proverb “it takes a village to raise a child.” Student success and school improvement are dependent on the proactive engagement of parents, community members, and organizations. To engage families, the school’s Parent Support Specialist and principal have revitalized the PTA, a group which has created short-term and long-term goals. Such goals include supporting school beautification projects and teacher-led initiatives in the classroom. Through these special programs, Blackshear has helped parents and community members to take ownership in student education and services. To ensure involvement, families are encouraged to come together in the evenings. The PTA organizes regular Movie Nights which allow adults the time to discuss ideas and goals, while students enjoy a free movie. Through such discussions, the Homeroom Parents program was reactivated, creating more parent involvement and support in classrooms.

Furthermore, the Librarian and Parent Support Specialist engage parents of 1- to 3-year-olds in early literacy programs to encourage parent support of literacy at home. Along with reading, physical fitness and health are highly valued at Blackshear and the community understands that students are better equipped to focus on learning in the classrooms when their basic needs are met. Therefore, thanks to partnerships with St. David's Dentistry, The Diabetes Foundation, and Operation School Bell, students are provided with the basic necessities of clothing, health, and dentistry care.

Staff members are proactive in engaging a wide variety of community members in the school's management and academics. Volunteers and community organizations are instrumental in helping Blackshear reach every student. Local businesses, universities, and churches have committed to the success of Blackshear students. Such organizations have assigned volunteers who have created one-on-one relationships with many of the students as a reading buddy. This literacy program plays a vital role in improving student academics and building social-emotional skills. Reading buddies are a consistent support in student education and act as strong role models. Blackshear also engages the community through events such as Role Model Day, performances highlighting student heritage, and Literacy Night. Community activists, leaders, and authors are able to share their craft with students and help them understand the steps necessary to reach their future goals.

As a neighborhood school, Blackshear is directly linked to the surrounding community and creates opportunities for parents and community members to play an active role in the educational process. This inclusion creates a more grounded, appealing learning environment. With engagement of the community, students are able to extend their learning and skills beyond the walls of the classroom.

3. Professional Development

Professional development at Blackshear Elementary Fine Arts Academy focuses on providing staff with the necessary tools to ensure teacher and student success. The amount and type of professional development is determined by collecting end of year information prior to leaving for summer. This process begins by analyzing parent, student, and teacher surveys. All staff then answers four questions: 1). What were our successes this school year? 2). What do we need to continue next school year? 3). What do we need to stop for next school year? 4). What do we need to start next school year?

The information is compiled and analyzed by the campus leadership team which is comprised of committee chairpersons, teachers from the campus advisory council, and administration. Throughout this process areas for needed improvement are identified and the leadership team lays the groundwork for setting goals with specific action strategies to address and improve challenges. The need for professional development is a part of continuous improvement and planned for through this process. Professional development is categorized into three areas: district and school operations, school-based initiatives, and individual teacher growth.

Most of the professional development for school operations takes place in the beginning of each school year. During this time, faculty complete development tasks such as reviewing procedures for electronic grade books and report cards, district guidelines and regulations, alignments of instruction to the Texas Essential Knowledge and Skills, and state-mandated trainings. To facilitate a diverse and innovative delivery of sessions, special guests are invited to campus, off campus classes are available, and online sessions via webinars are often an option. The content and duration of professional development for operations is directly aligned to school and district goals.

Blackshear's professional development plan emphasizes the collaboration and delivery of school-wide initiatives based on end of year information, and is on-going. The objective is for all teachers to become masters of Blackshear initiatives and academic programs in order to streamline content and ensure it is skillfully delivered to students. Professional development sessions are based on campus, and teachers collaborate in teams to reflect and share implementation experiences from previous workshops. These sessions build community and set a pathway for the success of campus-based initiatives.

To promote life-long learning, educators are provided the opportunity for individual professional development sessions based on their own reflection and needs. Through co-teaching opportunities, observations of others, and constructive administrator feedback, Blackshear's professional development program empowers teachers and allows for a more holistic education. Continuous reflection and improvement is a goal at Blackshear Elementary and all staff are consistently provided student progress results which evaluate content areas needing emphasis. Providing tailored professional development opportunities for the Blackshear staff has been the basis for campus improvements, increased student success, and the ongoing development of quality teachers and staff.

4. School Leadership

The philosophy of the leadership team at Blackshear Elementary is that through creative, enriching, and goal-oriented activities, every student will excel. The principal and assistant principal at Blackshear hold the teachers and support staff to high standards, ensuring that everyone is held accountable for the learning of the students. Thus, at Blackshear, every staff member serves as a leader and collaborates to determine the most beneficial learning experiences for students.

The roles of each staff member are made clear by the principal. During the beginning of the year, the principal delegates responsibilities to each staff member and bolsters the cohesion of staff during school-wide staff meetings. The staff often breaks into teams to explore the Blackshear community, giving everyone an opportunity to delve into the rich history surrounding the campus, often by interacting with community members. Furthermore, the principal and vice-principal meet with all teachers and support staff to ensure the success of school wide systems, which begin in the primary grades and increase in complexity through fifth grade. These systems include the school's reading fluency program in which students learn 1,000 high frequency English words. Also included is the school's math fact program where students are challenged to learn basic math facts that range from single digit addition problems to double-digit division problems in a set amount of time.

Throughout the year, the principal, assistant principal, and reading specialist meet with the primary and secondary grades to ensure common goals among teachers and consistency in the delivery of the curriculum. When students are struggling to meet set goals, additional support is provided to these students through the reading specialist, teacher substitutes, and the administration. The administration monitors the growth of each student through primary and secondary grade level reporting systems.

Aside from staff meetings, each teacher and support staff member is involved in at least one of the following four committees: Creative Learning, Technology, Social Emotional Learning (SEL), and Green Team. Although each committee has a specific area of focus, a common goal is the enhancement of student achievement and social well-being.

The unity and harmony at Blackshear Elementary Fine Arts Academy would not be possible without the democratic and transformational leadership style of the administration who sends a clear message to staff, parents, and community members that the success of Blackshear students is a team effort. The administration truly values input and enables the Blackshear community to be a community of leaders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR 2011-2014 TAKS 2009-2011</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>PEARSON</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	97	85	64	77	86
Advanced Academic Performance	45	29	7	17	17
Number of students tested	32	27	33	35	36
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	97	85	63	76	85
Advanced Academic Performance	43	26	3	15	15
Number of students tested	30	27	32	34	34
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	100	100	71
Advanced Academic Performance	33	33	0	17	29
Number of students tested	9	3	6	6	7
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	92	80	80	84
Advanced Academic Performance	38	31	7	13	5
Number of students tested	16	13	14	15	19
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	96	90	65	80	82
Advanced Academic Performance	46	29	5	12	14
Number of students tested	26	21	20	25	28

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above	100	67	58	70	100
Advanced Academic Performance	33	17	0	30	25
Number of students tested	6	6	12	10	8
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

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

NOTES: More than 2% of students were Alternate testers, STAAR Alt due to a Life Skills classroom we have on campus which services students with Intellectual Disability, formerly known as Mental Retardation.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR 2011-2014 TAKS 2009-2011</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	92	92	85	90	94
Advanced Academic Performance	35	20	9	29	35
Number of students tested	26	25	33	31	34
Percent of total students tested	100	99	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	92	92	84	90	94
Advanced Academic Performance	35	20	9	28	35
Number of students tested	26	25	32	29	31
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	100	83	100
Advanced Academic Performance	20	30	22	17	60
Number of students tested	5	10	9	6	5
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	92	88	86	100
Advanced Academic Performance	42	33	6	29	43
Number of students tested	12	12	17	14	14
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	94	88	87	92
Advanced Academic Performance	45	24	12	30	42
Number of students tested	20	17	25	23	24
5. African- American Students					
Satisfactory Academic	80	88	75	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	0	13	0	25	20
Number of students tested	6	8	8	8	10
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: More than 2% of students were Alternate testers, STAAR Alt due to a Life Skills classroom we have on campus which services students with Intellectual Disability, formerly known as Mental Retardation.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR 2011-2014 TAKS 2009-2011</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	93	88	94
Advanced Academic Performance	32	32	11	30	16
Number of students tested	19	25	27	33	31
Percent of total students tested	100	99	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	93	87	93
Advanced Academic Performance	32	32	11	29	14
Number of students tested	19	25	27	31	28
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	83	100	100
Advanced Academic Performance	25	50	0	40	33
Number of students tested	8	6	6	5	3
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	92	78
Advanced Academic Performance	33	25	0	46	11
Number of students tested	12	12	12	13	9
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	89	84	91
Advanced Academic Performance	40	32	5	32	13
Number of students tested	15	19	19	25	23
5. African- American Students					
Satisfactory Academic	100	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	0	20	25	25	25
Number of students tested	4	5	8	8	8
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: More than 2% of students were Alternate testers, STAAR Alt due to a Life Skills classroom we have on campus which services students with Intellectual Disability, formerly known as Mental Retardation.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR 2011-2014 TAKS 2009-2011</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	91	88	64	79	92
Advanced Academic Performance	31	19	0	35	36
Number of students tested	32	26	33	34	36
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	9	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	90	88	63	79	91
Advanced Academic Performance	30	19	0	33	35
Number of students tested	30	26	32	33	34
2. Students receiving Special Education					
Satisfactory Academic Performance and above	89	100	83	100	71
Advanced Academic Performance	44	0	0	33	29
Number of students tested	9	3	6	6	7
3. English Language Learner Students					
Satisfactory Academic Performance and above	88	85	57	71	89
Advanced Academic Performance	31	15	0	14	32
Number of students tested	16	13	14	14	19
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	96	90	60	79	89
Advanced Academic Performance	35	19	0	21	29
Number of students tested	26	21	20	24	28
5. African- American Students					
Satisfactory Academic	67	80	67	80	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	17	20	0	70	63
Number of students tested	6	5	12	10	8
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR 2011-2014 TAKS 2009-2011</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	88	76	94	94
Advanced Academic Performance	31	20	6	26	24
Number of students tested	26	25	33	31	34
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	88	75	93	94
Advanced Academic Performance	31	20	3	24	19
Number of students tested	26	25	32	29	31
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	67	83	80
Advanced Academic Performance	0	30	0	33	80
Number of students tested	5	10	9	6	5
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	82	82	93	93
Advanced Academic Performance	42	18	0	14	14
Number of students tested	12	11	17	14	14
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	94	76	91	92
Advanced Academic Performance	35	19	4	26	25
Number of students tested	20	16	25	23	24
5. African- American Students					
Satisfactory Academic	100	78	75	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	17	22	13	25	20
Number of students tested	6	9	8	8	10
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR 2011-2014 TAKS 2009-2011</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	95	96	85	89	97
Advanced Academic Performance	32	20	7	11	16
Number of students tested	19	25	27	35	31
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	95	96	85	88	96
Advanced Academic Performance	32	20	7	12	18
Number of students tested	19	25	27	33	28
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	83	100	100
Advanced Academic Performance	63	33	0	40	33
Number of students tested	8	6	6	5	3
3. English Language Learner Students					
Satisfactory Academic Performance and above	92	92	67	73	100
Advanced Academic Performance	33	0	0	7	22
Number of students tested	12	12	12	15	9
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	93	95	84	85	96
Advanced Academic Performance	40	11	5	15	17
Number of students tested	15	19	19	27	23
5. African- American Students					
Satisfactory Academic	100	100	88	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	0	60	13	0	13
Number of students tested	4	5	8	8	8
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: More than 2% of students were Alternate testers, STAAR Alt due to a Life Skills classroom we have on campus which services students with Intellectual Disability, formerly known as Mental Retardation.