

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12TX26

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

Name of Principal: Mr. Blaine Helwig

Official School Name: J Walter Graham Elementary School

School Mailing Address: 11211 Tom Adams Dr

Austin, TX 78753-3397

County: Travis County State School Code Number*: 227901159

Telephone: (512) 414-4071 E-mail: bhelwig@austinisd.org

Fax: (512) 835-4562 Web site/URL: http://www.austinisd.org/

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Meria Carstarphen PhD Superintendent e-mail:
meria.carstarphen@austinisd.org

District Name: Austin ISD District Phone: (512) 414-1700

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Mark Williams

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

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12TX26

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

12TX26

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 81 Elementary schools (includes K-8)
 (per district designation): 18 Middle/Junior high schools
16 High schools
0 K-12 schools
 115 Total schools in district

2. District per-pupil expenditure: 7943

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 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	83	62	145			6	0	0
K	78	65	143			7	0	0
1	65	55	120			8	0	0
2	70	55	125			9	0	0
3	53	42	95			10	0	0
4	48	36	84			11	0	0
5	46	49	95			12	0	0
Total in Applying School:								807

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
14 % Black or African American
79 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
5 % White
1 % 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: 24%
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.	107
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	85
(3)	Total of all transferred students [sum of rows (1) and (2)].	192
(4)	Total number of students in the school as of October 1, 2010	807
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent of English Language Learners in the school: 56%
Total number of ELL students in the school: 521
Number of non-English languages represented: 3
Specify non-English languages:

The non-English language at J. Walter Graham Elementary are predominately Spanish. There is also 1 student with Albanian and 2 other students with a Burmese native language

9. Percent of students eligible for free/reduced-priced meals: 96%

Total number of students who qualify: 775

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: 15%

Total number of students served: 121

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>4</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>76</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>3</u> Visual Impairment Including Blindness
<u>2</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>1</u>
Classroom teachers	<u>39</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>16</u>	<u>5</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>17</u>	<u>0</u>
Total number	<u>81</u>	<u>6</u>

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

13. Show 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%	96%	96%	96%	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?

Part 3: Summary

J. Walter Graham Elementary has undergone a phenomenal transformation within the past five years, overcoming many challenges that typically beleaguer a Title I campus. When Graham opened in 1972, it served a completely different student demographic. Beginning in the mid 1980s, Graham transitioned from a primarily middle class student population to a low socioeconomic student population. Currently, 94 percent of students are economically disadvantaged, 55 percent have limited English proficiency, and 97 percent are minority students. Due to these gradual changes in the student demographic and the resulting changes in learning needs, Graham students struggled to achieve consistent academic success. In 2007, Graham's new leadership collaborated with faculty and parents to restructure learning in order to achieve its current mission:

All students will progress academically and intellectually, and will graduate prepared for personal success and inspired to contribute to society.

To actualize this mission, the new campus administration instated four tenets to achieve student success: highly effective classroom management, the establishment of a culture of hard work, implementation of “stop-gap” curricular resources to close the achievement gap, and a community-wide adherence to Graham's campus mission. These tenets have been successfully realized through classroom management techniques which focus on efficient time-on-task strategies, firm implementation of student accountability, and a dedication to data-driven academic systems. Graham Elementary realized an immediate improvement in standardized state test results after employing the new tenets and their respective instructional strategies.

Test scores rose in all subject areas and across all student sub-groups during this time. From 2007 to 2011, math scores on the Texas Assessment of Knowledge and Skills (TAKS) test improved from 67 percent to 99 percent of students meeting the standard and 16 percent to 50 percent of students receiving a commended score. Reading TAKS scores improved from 80 percent to 97 percent of students meeting the standard and 18 percent to 40 percent of students receiving a commended score. These scores demonstrate the realization of the school's mission. In the 2008-2009 school year, Graham achieved the milestone of earning the Exemplary accountability rating from the Texas Education Agency (TEA) for the first time. Graham earned the Exemplary rating for the next two years as well. As students began to be recognized for their successes, a rediscovered “Scottie Pride” emerged across the campus. Currently, student achievements are honored daily on the Scottie TV morning announcements. For example, students receive a math “driver's license” after mastering numerical fluency, t-shirts and posters for meeting reading goals, and certificates for improving reading using campus-created fluency programs. As parents see their children succeed and progress, they expect and demand high achievement from them.

In addition to individual student recognition, students and faculty can also feel pride for Graham's campus. Teacher turnover numbers are extremely low, and in-district teacher transfers have climbed to a ratio of forty requests for each professional opening at the

school. Additionally, Graham's enrollment swelled from approximately 600 students in 2007 to over 800 currently as families have relocated to the school's attendance zone due to the publicity of Graham's newfound success. The Graham Community Garden, solar and reading murals, new marquees, and various other aesthetical improvements reflect this newly found enthusiasm for learning and the campus.

Recent newspaper articles and local news media have featured the success of Graham students, staff, and administration. This media coverage draws attention to the effectiveness of the campus mission, classroom management strategies, and academic systems. Recently, Dr. Ed Fuller, an educational researcher, formerly from the University of Texas at Austin's prestigious Dana Research Center and currently a professor at Penn State University, published a research report analyzing and comparing public elementary schools in Texas to similar charter schools. Graham Elementary was the top performer in Dr. Fuller's research in relation to student achievement in both student growth and academic performance. In his report summary, Dr. Fuller stated, "In fact, Graham Elementary is one of the best elementary schools in the entire state in terms of student growth."

J. Walter Graham Elementary School's innovative and progressive approaches take economically disadvantaged students to performance levels that compete with students at high socioeconomic schools. This is the most compelling reason to consider Graham for a Blue Ribbon award. An unintentional benefit of Graham's success is its influence on other district elementary schools as well as on representatives from many elementary schools from across Texas who visit Graham with the hopes of emulating its student performance at their campuses. This positive influence extends to requests for Graham's administration and faculty to present at Austin-area PTA assemblies and at universities to audiences of future administrators and educators. These presentations are not only well-received, but the audience's response to Graham's instructional and curricular methodologies explicitly conveys the following message: what has occurred with regard to student achievement at J. Walter Graham Elementary over the last five years is nothing short of extraordinary by any given metric.

1. Assessment Results:

Part 4 Number One-A: Assessment Results

The Texas Education Agency (TEA) has set three ratings related to meeting grade level standards on the Texas Assessment of Knowledge and Skills (TAKS) test: acceptable ratings mean 70 percent to 79 percent of students met the standard; recognized ratings mean 80 percent to 89 percent of students met the standard; and exemplary ratings mean 90 percent to 100 percent of students met the standard. Five years ago Graham Elementary was on the edge of becoming an academically unacceptable campus. Graham's 2007 TAKS results indicated as much: 67 percent of students met the standard in math with 17 percent of students receiving a commended score; 82 percent met the standard in reading with 18 percent commended; and 67 percent met the standard in science with 33 percent commended. Writing was the highest performing subject area with 92 percent meeting the standard and only 13 percent commended.

Since 2009, Graham Elementary has performed at the exemplary level in all subjects assessed on the TAKS exams. In 2011, 100 percent of Graham's students met the standard in math with 56 percent commended, 94 percent met the standard in reading with 41 percent commended, and 93 percent met the standard in science with 46 percent commended. The percentage of students meeting the standard in writing was 97 percent with 35 percent commended. Every student at Graham is expected to strive to the commended rate (93 percent - 100 percent) on standardized tests. Major changes in the school curriculum not only improved students' performance throughout the school year but also prepared students to achieve the state's highest rating on the standardized TAKS examinations. High expectations from all stakeholders coupled with proven and structured systems enable each Graham student to learn and achieve success.

Part 4 Number One-B: Assessment Results

The team effort between Graham's teachers and administrators and the implementation of newly structured systems in mathematics, reading, writing, and science dramatically changed Graham's Texas Assessment of Knowledge and Skills (TAKS) scores. Building a strong foundation in the basics of each subject area is fundamental to students' future academic success. Applying Bloom's Taxonomy ensures that higher-level skills are acquired with the mastery of basic skills.

Graham's mathematics curricular program includes an individualized external program with daily mathematics fluency assessments. This system ensures mastery of foundational skills. This is especially important for new students, but it also serves as reinforcement for returning students. At the start of each academic year, this external mathematics numeracy program begins with basic arithmetic. Complex skills are gradually added throughout the year. This allows each student the opportunity to master and surpass each grade level's standards. Teachers use sequential curriculum materials and plan together for each lesson to ensure comprehensive curricular and instructional consistency across the grade level.

For the past five years, the reading curriculum has been realigned for consistent improvement. During the first year, the primary grades added Saxon Phonics, and the upper grades implemented an in-depth novel study program. Years two and three included the addition of internally-created vocabulary and comprehension programs. The entire campus began to employ the same structured comprehension strategies. The Accelerated Reader program, added in year three, continues to be a vital instrument to monitor students' daily reading at home. In the fourth year, the campus initiated a rigorous fluency program. For the current year, the focus has been to streamline the implementation of these programs into the curriculum.

Graham's writing curricular program added several components over the last five years. Non-negotiable spelling word lists greatly improved students' spelling at all grade levels, especially for English Language Learners. Teachers conference with students throughout the day to guide them in expressing their ideas both in writing and speaking. Struggling students gain confidence and skills through more frequent conferences. Expert teachers from other grade levels make time to work with individual students needing extra help. Reading specialists tie reading and writing together to support the writing curriculum.

Graham's science curriculum was created in-house and has been continuously augmented during the past five years. Students receive science instruction consistently and sequentially throughout the year. Student work is checked daily and remediated on the spot if a student does not understand concepts or is unable to apply previously learned material. Students receive intensive science vocabulary instruction from the math specialist, who teaches prefixes and root words. Teachers help students make connections between new science concepts and students' prior knowledge and life experiences. The students learn how to reason through self-questioning when faced with unfamiliar material. Science lessons are reinforced with digital resources using teaching stations with Internet access as well as science-related reading offered by reading teachers.

Graham's faculty and administration strive to close the language arts achievement gap in two subgroups: the African-American subgroup in third grade and recent immigrants (English Language Learners) in fifth grade. Reading specialists work with high-need students in these groups for forty-five minutes every day. These students also attend additional classes after school during the week. Bilingual specialists scaffold language acquisition for English Language Learners, and teachers pair these students with proficient language learners to practice fluency and vocabulary. Student attendance is closely monitored. When intervention is necessary, Graham's parent support specialist or an administrator will make a home visit to reiterate the importance of consistent attendance as a major factor in academic success.

The changes in curriculum and instruction at Graham over the past five years have been dramatic. In this time, students have successfully developed both a foundation of basic skills and a mastery of grade level skills in mathematics and reading as well as in writing and science. In many cases, students have been able to master skills beyond their current grade level. This has led to the high rate of Graham students both meeting the standard of and earning a commended score on the TAKS test.

2. Using Assessment Results:

Part 4 Number Two: Using Assessment Results

At J. Walter Graham Elementary, multiple types of assessments are analyzed and used to improve student achievement. Administrators, specialists, and teachers use campus, district, and state mandated assessments to monitor student progress and plan interventions to support students in their learning. Campus assessment data provides Graham faculty and staff with an ongoing picture of student strengths and needs. District test data helps teachers and administrators determine the effectiveness of the school's curriculum for Graham's demographic groups as well as progress toward meeting district goals. Data from state mandated tests provides information about student performance in relation to grade level peers around the state. The Graham faculty makes a dedicated effort to inform students, parents, and the community of students' academic achievement.

At Graham, grade level teams work together to plan and create assessments for weekly learning objectives in subject areas including reading, writing, and math. Classroom teachers maintain spreadsheets with weekly assessment data for their classrooms. Data is also collected from each of the campus-wide curriculum systems for numeracy, vocabulary, fluency, spelling, and SRA reading interventions. Teachers send their spreadsheets to their grade level teams, the specialists, and the administrators for review. Teachers and instructional specialists also analyze data from district benchmarks to plan instruction for areas of need for specific students or classes.

Learning objectives and individual student performance are analyzed using this data, and interventions are implemented to address any problems. If there is a learning objective that is a problem for a whole group, teachers work collaboratively with specialists and administrators to reconfigure and reteach the lessons to ensure student mastery of the objective. When individual students are struggling, teachers work with specialists to design intervention plans for students. These plans and student progress are monitored weekly. Teachers also work with special education teachers to monitor progress of special education students. Administrators review all data to decide at the campus level how funds should be utilized to maximize student performance, including purchasing curriculum products and funding intervention groups. Students who have been identified as having a need in reading, mathematics, or writing attend intervention groups during the day and classes after school.

Data from state mandated tests is used to assess student mastery of grade level content for the year. It is also used to plan instruction for the next school year, both for individual teachers and whole grade levels. The data provides valuable information to plan early interventions for struggling students at the beginning of the new school year.

Teachers and administrators use multiple methods to inform students, parents, and the community about student achievement. Students receive feedback about their performance on assessments in all subjects. If students are struggling, teachers and support staff let students know that they are dedicated to helping the students succeed. Incentive programs are used to provide feedback as well. Students can earn T-shirts, prizes, and recognition for meeting goals in reading, and they can earn a math "driver's license" for mastering numerical fluency. Parents are informed about student progress through progress reports, conferences, phone calls, and report cards. The principal holds a monthly "Coffee with the Principal" where the principal discusses overall student performance, needs assessments, and plans for interventions. There is also a

Back-to-School Night and a night for practice for the state mandated tests. Both of these nights are designed to inform parents about student achievement at the school as well as ways to support student learning at home. Parents and community members are invited to PTA meetings and Campus Advisory Council (CAC) meetings. The PTA provides feedback and support for teachers and students, and it also informs the community about the school's progress. The CAC makes recommendations on how to improve efficiency and allocation of funds for the campus, and community members are invited to share their input. Graham has also recently been recognized in local media and on the Austin Independent School District's website for the school's success. These media outlets provide the community with reliable data on the progress and achievement of Graham's students.

The methods used at Graham to analyze and use assessment data to improve student performance are paramount to the success of the school. Graham has earned the accountability rating of Exemplary from the Texas Education Agency (TEA) through individualized analysis of student data and instructional strategies based on that data. Data-driven results reflect a continuous commitment to every student at Graham. Graham Elementary continues to demonstrate success by balancing standardized assessments with individualized student learning.

3. Sharing Lessons Learned:

Part 4 Number Three: Sharing Lessons Learned

J. Walter Graham Elementary School's academic success over the last five years is not only a quantitative metric but also a qualitative measure as other elementary schools have taken notice due to the media exposure of the school. Several Austin Independent School District (AISD) and out-of-district elementary schools have requested campus visits so they may view and learn about Graham's distinctive instructional and curricular resources and systems.

Upon exposure to and explanation of Graham's curricular paradigm, several district elementary schools have subscribed to the same instructional models and resources. As a result, their annual outcomes mirror that of Graham's high student achievements. Becker Elementary, located in south Austin and consisting of a 90 percent economically disadvantaged Title 1 student population, is one of the most successful of these subscribing schools. Prior to the implementation of Graham's unique curricular resources, Becker experienced multiple years of Academically Unacceptable ratings by the Texas Education Agency (TEA). Administrators and faculty from both schools worked cohesively during the 2009-2010 school year. After the first year of implementation, Becker earned an Exemplary accountability rating from TEA and significantly improved the rates of students meeting the standard of and earning a commended score on the science Texas Assessment of Knowledge and Skills (TAKS) test. The following year, Becker administrators and faculty began to develop adaptations to Graham's language arts and science resources. Upon the success of these innovations, Graham began to employ the Becker changes in its programs. This collaborative effort in public education creates an 'archipelago of excellence' rather than a sole 'island of success.'

For the past three years, Oak Springs Elementary and Zavala Elementary in AISD also collaborated with Graham's administration to learn how to use these unique curricular systems. Both schools share a similar Title 1 student population, and both achieved the highest TEA

accountability rating in their history: Oak Springs earned an Exemplary rating while Zavala secured the Recognized status.

Schools from several surrounding districts have also visited Graham Elementary: representatives from Pflugerville, Del Valle, Lake Belton, and Uvalde Independent School Districts visited the Graham campus and were provided with both electronic and paper copies of language arts and mathematics resources. Teachers, principals, and central office personnel were invited to Graham classrooms to observe teachers, instructional specialists, and administrators in order to gain a better understanding of the instructional and curricular systems used to garner high student achievement. Topics discussed ranged from the models and implementation of language acquisition, including Graham's vocabulary, fluency and high frequency word programs, to the global mathematical numeracy systems.

As with Becker Elementary, the robust conversations that ensue from meeting with neighboring districts facilitate a collaborative environment between professional educators. This establishes a successful learning community beyond the confines of individual districts. Through professional partnerships, all educators benefit from a deeper understanding of curricular and instructional systems, creating an improved public education system.

4. Engaging Families and Communities:

Part 4 Number Four: Engaging Families and Community

J. Walter Graham Elementary promotes a holistic view of education, depending on community members and organizations to support student achievement. Setting high expectations for Graham's students, many fifth graders receive assistance from teachers and parents as they are encouraged to meet magnet school writing requirements on applications. To spark an interest in higher education, students walk daily through "University Hall," a display of University t-shirts, banners, and posters from universities around the country. Graham also holds a school-wide Career Day every May to present children with over twenty-six career paths. Preparations begin in January to secure diverse community involvement, including Austin's Chief of Police, well-known sportscasters, and helicopter pilots who fly to the campus.

Community volunteers play an active part in Graham's success. Many volunteers are trained as tutors who read to students, discuss authors' ideas, encourage oral reading, and aid in mathematical problem solving. This one-on-one model is particularly beneficial for English Language Learners. Graham volunteers also assist teachers in the preparation of materials, allowing for more instructional time and student engagement.

Other community volunteers serve as mentors. After specific training, they meet with their student weekly for the duration of the year. By providing children who are at-risk with nurturing role models, volunteers play a critical role in the well-being of these students. The students also benefit from many forms of organizational and business assistance. For meeting basic needs, Operation School Bell provides clothing and school supplies. The Austin Chinese Church, the Assistance League of Austin, Payless Shoes, and the Austin Regional Clinic also provide substantial donations to financially support Graham's students.

Additionally, the community plays a role in helping relieve financial holiday stress on families and the effects it can have on students. To help ensure that no child goes without gifts, the school recruits individuals and community businesses to adopt families. Committed

personnel coordinate gift-buying and distribution of gifts for about one hundred forty children yearly.

Parents partner with administration and teachers to promote academic achievement at Graham. They are invited to monthly “Coffee with the Principal” discussions regarding campus goals and academics. In conjunction with the Parent Support Specialist, the PTA coordinates annual fundraising activities to raise money and purchase items for the school.

Graham’s academic success is made possible by the supportive community involvement of families and volunteers who work with students to provide them with a holistic learning environment. Students receive support not only in their education but also in areas outside of the classroom. This supportive environment ensures that students are able to come to school prepared to reach the goals they have set for themselves.

1. Curriculum:

Part 5 Number One: Curriculum

Graham Elementary is dedicated to ensuring that every student achieves mastery of all essential knowledge and skills. Graham's student population is comprised of predominately English Language Learners (ELLs), making the acquisition of academic English vocabulary one of the school's major goals. Teachers and administrators continually plan instruction that supports mastery of learning standards throughout the daily curriculum.

Mastery of English reading is a critical factor for success in all content areas. The foundation of Graham's reading program is based on the principles of balanced literacy. In the primary grades, all teachers use an explicit phonics program along with a basal program. Teachers begin providing a foundation of academic English by implementing a unique global fluency program to ensure that students learn to read, spell, and define the most frequently used English words. Each grade level has a specific fluency rate goal that students are expected to meet by the end of the year. Students at Graham have shown incredible growth in their reading abilities since the implementation of this school-wide fluency program. Beginning in second grade, a school-wide standardized spelling list is given from the most frequently used 800 English words, and student performance on weekly tests is analyzed to inform instruction.

Building English reading comprehension is imperative for student success in English. To address this, we have a common method for analyzing texts. Students are exposed to a variety of genres, including social studies and science articles, which they discuss and examine together as a whole group or in guided reading groups that are focused on each group's specific needs. A wide variety of text types are chosen to address student interest and reading level.

Graham's universal success in mathematics is attributed to the distinctive external numeracy program administered by instructional specialists. All students are required to master nine different elements of numeracy, ranging from basic math facts to fractions and decimals. Another defining aspect of Graham's mathematics curriculum is that each grade level has a spiraling skill-based resource. This program provides introduction to a new skill daily while continually reviewing and reinforcing previously taught skills.

Similar to the math program, the high achievement of Graham's students in science is due to a program designed by faculty after analyzing each science standard. This system continually reviews vocabulary and skills while adding a new concept daily or weekly. To meet student needs, teachers provide support with hands-on experiments, science fair projects, and an after-school garden club.

Instruction in social studies provides students with interactive learning experiences. In the primary grades, students learn about the community by visiting local businesses. They draw maps of important places in the community like fire and police stations. Students also learn about countries around the world through virtual trips to those countries. In the intermediate grades,

students learn about important historical events and people through research projects and historical fiction novel studies.

Special areas classes, including physical education, art, and music, enrich student learning. Graham stresses the importance of health and nutrition through a global Marathon Kids program, where all students run daily and track their progress toward completing a marathon. Many students also participate in a garden club, which produces fruits and vegetables for the community and cafeteria. Graham's yearly musical program showcases the musical education of the students during evening performances. Students prepare throughout the year by learning how to read music and sing melodies. Students also have the opportunity to participate in enrichment field trips to view the symphony and the ballet. Many students take part in district-wide artwork competitions. These competitions showcase the best examples of student artwork from Graham. Students work during the year to develop their skills in art techniques, including painting, collage, composition, shading, and portraits.

The socioeconomic level of Graham's student population often limits access to technology off school grounds. Therefore, funds are allocated to purchase programs that incorporate multiple opportunities for students to use and learn from technology. One such program is Accelerated Reader, which is an online reading program that supports students' reading comprehension. Students use Lexia Learning, a computer-based phonics-based program that provides them with additional reading practice and intervention. The reading concepts begin with decoding and recognizing sight words and progresses to reading strategies for older learners. In the upper grades, students complete online research projects, and teachers use web lessons to supplement curriculum. Teachers use websites such as Discovery Streaming and BrainPop to provide engaging videos that support all areas of the curriculum. In addition to all of these ways that students use technology to support their learning, students also are instructed in a technology curriculum that emphasizes proficiency in keyboarding and word processing skills.

Graham's uniquely designed academic programs and their implementation in the instruction of the core curriculum is a defining factor in the continued academic success of a large Title 1 student body. As the Graham Elementary administration continues to retain and recruit teachers who believe in a results-driven curriculum, the school is prepared for the 15 percent increase of newly enrolled students each August as a new school year begins.

2. Reading/English:

Part 5 Number Two: Elementary School Reading

Teachers employ a highly structured reading program at Graham Elementary. Early reading begins with direct instruction on decoding. Teaching young children to read phonetically helps them become successful, independent readers. Primary teachers use Saxon Phonics as a resource to explicitly teach reading, pronunciation, spelling and handwriting sequentially.

Graham students are expected to be fluent readers by being able to read and comprehend high-frequency words. An individualized fluency program was designed to promote global fluency and to allow struggling readers to receive additional support from reading specialists, administrators, and volunteers. This approach improves students' reading abilities, enabling them to read more fluently with higher comprehension and allowing them to explore a wider variety of reading opportunities.

The majority of students at Graham Elementary are English Language Learners (ELLs). Since vocabulary is imperative when acquiring or expanding a language, teachers at Graham designed a comprehensive vocabulary program. Students learn a wealth of new words and are able to apply them in context. They are rewarded for incorporating these words into their daily language.

Reading and discussing novels has proven to be the most engaging method to increase students' motivation to read and improve comprehension skills. Students read books in class, guided by teachers' lessons to focus on literary elements and analyze the text. Teachers ensure that students are exposed to different literary genres and media sources. Comprehension mastery is verified in the form of written and oral assessments in order gauge the students' learning. The Accelerated Reader (AR) computer program is used to hold students accountable for independent and home reading. Students are encouraged to take AR tests after they finish a book. A reward system is in place to publically praise the students who meet their AR goals and to encourage others to strive for similar success.

Graham Elementary has two reading specialists. They are instrumental in assisting classroom teachers with assessments of students' reading skills and implementing appropriate interventions for struggling readers. The specialists work with individual students who are struggling as well as small groups of struggling readers throughout the day to ensure that every student's unique reading needs are met. In addition to interventions during the school day, struggling readers are invited to stay for after school tutoring.

Specially trained classroom teachers provide more challenging and in-depth instruction to students performing on or above grade level. Students excelling in reading conduct independent research projects applying higher-order reasoning skills. Graham Elementary provides balanced literacy through phonics, fluency, vocabulary and comprehension instruction using individualized programs and novel studies to promote reading success and the desire to read in primary grades and beyond.

3. Mathematics:

Part 5 Number Three: Mathematics

Over the last four decades, mathematical achievement in public schools in the United States has been poor to average as advertised by national media outlets. Prior to 2007, Graham Elementary was no exception to mediocre results on the state's annual standardized Texas Assessment of Knowledge and Skills (TAKS) tests. During this time period, Graham's third, fourth, and fifth grade students averaged 67 percent of students meeting the standard and 16 percent of students receiving a commended score on the math portion of the annual TAKS examination.

A progressive and innovative methodology was introduced at Graham Elementary in 2007, and the rise in success in mathematics on state standardized tests was dramatic. A highly systematic, skill-based numeracy program changed our mathematics performance. Aligned with classroom instruction but run externally to the classroom, this sequenced program is dependent upon student mastery of nine fundamental skill sets. The program assesses skill mastery via a differentiation process for approximately four hundred second through fifth grade students. Daily assessments of these fundamental skills offer a solid mathematical foundation with absolute verification of mastery for every student. Should a student struggle with a concept or skill, daily

interventions are given outside of regular classroom instruction. As prerequisite skills are mastered, students are able to be successful when learning concepts during classroom instruction. This differentiation process permits students to move through an individualized accelerated program. All students advance through this program with the same level of monitoring as the student targeted for daily intervention.

Due to the efficiency and effectiveness of the external numeracy program, classroom teachers are able to maximize instructional time in mathematics. One of the benefits of this process is that children are able to work on grade level during the daily lessons, greatly reducing classroom management issues. It also provides classroom teachers with a high degree of freedom in the design of their lessons through various manipulative instructional approaches. Students who are working above grade level receive instruction in the classroom that challenges them and allows them to further develop their skills. Because the majority of students are working on or above grade level, teachers also have time within daily lessons to assist the few struggling learners so that no student falls behind. In this way, teachers are able to proceed through curricular concepts at a much faster rate than if the majority of students were struggling or working below grade level. Students are engaged and working on or above grade level with this model.

The academic success of Graham Elementary in the area of mathematics has been remarkable. Though three years of program implementation produced results in the upper 90 percent of students meeting the standard, it was the 2011 TAKS math results which demonstrated a pinnacle of success on standardized state testing. Every student in all accountability subgroups for regular and special education classes met the standard on the state assessment. The 2011 commended rate for Graham mathematics was an astounding 56 percent, indicative of the success of the mastery element in our external numeracy program. Elementary schools emulating the numeracy program have also demonstrated the ability to replicate Graham's academic performance.

4. Additional Curriculum Area:

Part 5 Number Four: Additional Curriculum Area

2011-2012 Mission Statement for J. Walter Graham Elementary:

All students will progress academically and intellectually, and will graduate prepared for personal success and inspired to contribute to society.

Given the research that healthy individuals are more likely to be successful and make a contribution to society, physical education, health, and nutrition have become a focus for J. Walter Graham Elementary School. Participation in Marathon Kids has enhanced children's physical health, and the development of the Graham Community Garden has improved students' knowledge of life science.

Research has clearly demonstrated that healthy bodies create healthy minds, and Graham has expanded the Marathon Kids program to include all students from prekindergarten through fifth grade. The enthusiasm generated by the change has inspired parents and staff to increase physical exercise and awareness of good nutrition. In addition to a rigorous physical education program, students are encouraged to run laps daily to achieve marathon status of twenty-six miles.

To enrich students' lives through environmental experiences, Graham has built a community vegetable garden. A coordinated effort of teachers, corporations, and non-profit organizations has resulted in a successful vegetable garden with twelve raised garden beds and drip irrigation. An orchard is in the planning stages. This alternative learning environment provides students with hands-on experiences, reinforcing life science lessons learned in class. The Garden Club's fifty members meet weekly after school. Time is divided between garden time and science lessons. Though some students have challenging classroom behaviors, they thrive in this outdoor venue. The life cycle process is brought to reality as students residing in an urban setting plant, tend, and harvest produce. Lessons learned, recipes, and announcements are shared with the world on a website created for the garden.

In an effort to "go green," the Austin Independent School District selected Graham to pilot a composting program. Children use the compost to amend soil, readying the garden for new planting and the harvesting of vegetables for eating. By preparing the produce, the cafeteria staff plays an integral part in the success of the garden. The garden's vegetables are added to soups and served as side dishes to enhance cafeteria lunch menus. The variety of the vegetables exposes all children to new tastes and provides the Garden Club students with a feeling of accomplishment.

Personal success and academic achievement begin with healthy minds and bodies. The hands-on, real-life lessons at Graham provide a healthy foundation that will serve Graham children well through adulthood.

5. Instructional Methods:

Part 5 Number Five: Instructional Methods

Graham Elementary utilizes instructional methods that are taught globally, allowing teachers to meet all students' academic needs. Graham's curriculum builds a strong foundation through well-designed programs that help bridge basic skills to higher order critical thinking skills, which are essential in preparing students for the rigors of college. Differentiation as described in the following sections is an important part of our curriculum that supports students in their learning. Differentiation is a core value which provides universal access to high-quality instruction for the diverse needs of subgroups. Students at Graham vary widely in their abilities and needs, and the curriculum and instruction is designed to meet the needs of all groups. This includes English Language Learners (ELLs) as well as students working below, on, and above grade level. We believe in the integration of multiple methodologies in delivering our curriculum.

Differential strategies and methodologies in language arts begin in the primary grades and continue to be implemented throughout each student's career at Graham. Our highly qualified teachers introduce the curriculum appropriate to students with read-alouds, songs, rhymes, and shared writing. Students learn grade level content and apply their knowledge through practice in leveled literacy centers, guided reading groups, and writing lessons. Guided reading groups are leveled so that teachers can individualize instruction based on the needs of the group. Our primary grade students are expected to have mastery of eight hundred high frequency English words by the end of second grade to promote fluency and comprehension. Students are expected to read thirty minutes or more daily and visit the library to choose reading materials. As students progress, they are able to apply knowledge independently. Students who have difficulty

mastering the curriculum are provided with supplemental, individualized instruction in order to achieve mastery.

All students continue to build on the skills they learned the previous year. There is a strong emphasis on comprehension, knowledge of story elements, text features, and the differences between genres. Students learn concepts through the use of graphic organizers and further enhance their learning through project-based activities. Teachers provide rich and varied reading material for students in classroom libraries.

An additional program utilized by our campus is the Accelerated Reader program, which measures comprehension of reading materials at students' individual reading levels. This online computer program allows teachers to track a student's progress and hold them accountable for assigned reading. Students are recognized for their reading achievements. Students also use the online reading program Lexia Learning to promote students' proficiency in phonics and word meaning. This program measures students' individual performance and is paced at the level appropriate to the individual.

In mathematics, Graham implements a skill based numeracy program that is designed to create a strong foundation. Students are able to apply basic skills to critical thinking problems. Because the numeracy program is efficient and differentiated, students progress quickly and learn concepts fluidly. Students' daily assessments and homework are individualized, so each student progresses at an appropriate rate. Struggling students receive daily help in order to be successful with grade-level material, and high-achieving students receive work that is above grade level in order to challenge them and prepare them for advanced middle school programs. Knowledge transfer to higher level thinking skills and problem solving occurs quickly and easily as students become more proficient in accessing prerequisite knowledge. As students internalize the skill sets, they acquire varied curricular concepts at a faster rate, leading to overall higher student achievement and motivation to learn.

6. Professional Development:

Part 5 Number Six: Professional Development

Professional development at J. Walter Graham Elementary School focuses on giving teachers the tools needed to ensure that student achievement is positively impacted. Highly correlated resources and curricular materials are provided, enabling teachers to competently teach their subject areas. These resources and materials are clearly connected to state standards (TEKS), and teachers work together to make sure that planning for the year completely covers all state standards for their grade level. Teachers are taught how to apply classroom management and instructional techniques, monitor students while they work, and assess student learning. Proficiency in classroom management and in the monitoring of student learning allows teachers to think more precisely about the content they are teaching as they impart information to their students. During professional development sessions, teachers work in teams and share information that will be used by others on campus. Educators continually review the results of student progress, allowing them to evaluate the content areas that need more emphasis. Furthermore, teachers have frequent opportunities to learn advanced pedagogical practices through observation of experienced educators and administrators.

Professional development emphasizes the elaboration and delivery of the campus curriculum. The objective is for all teachers to become masters of Graham's academic programs

so that the content can be skillfully delivered to the students. Through the provision of learning opportunities, demonstrations, and feedback, Graham's professional development empowers teachers. This results in more effective teaching in the classroom. Additionally, all teachers have the opportunity to complete Gifted and Talented (GT) certification courses, allowing them to practice more rigorous and all-inclusive techniques to further promote student success at Graham.

The content and duration of professional development at Graham Elementary is directly aligned with student achievement and the goals provided by the district. Elaboration and consistent, spiraling repetition of the curriculum ensures that students are successful. At professional development sessions, teachers are trained in the curriculum systems. This training enables teachers to test out and refine methods so that classroom instruction is highly effective. Participating in professional development is a reflective process for teachers as well. Therefore, the teachers at Graham are well-trained professionals who know how to help students be successful. Students' extraordinary accomplishments have facilitated the retention of Graham's Exemplary status for three consecutive years. Providing professional development opportunities for the faculty has been an important factor in the school's improved Texas Education Agency (TEA) ratings and heightened student success. Graham's successful implementation of the curriculum is evident in the extraordinary achievements demonstrated by Graham's young scholars.

7. School Leadership:

Part 5 Number Seven: School Leadership

Graham's leadership is focused on the philosophy that every student can succeed. The administration promotes student success through its core academic systems, progress-monitoring, and rewards for student achievement. The principal and assistant principals have ensured that each faculty member is well trained in the core programs that have led to our students' success.

The principal created the school's global academic systems. These systems begin in the primary grades and increase in complexity through the fifth grade. There are many parts to this global system, including a reading fluency program which requires all students to be able to read eight hundred high-frequency English words in a set amount of time. The principal put together a team of reading specialists that designed specific universal reading comprehension strategies that are utilized across the campus. Results-based programs such as Accelerated Reader and SRA reading interventions are also implemented school-wide and provide a solid learning base from which the students can readily learn new material. Additionally, the principal leads students through a system to master fundamental skills in mathematics.

The principal is also highly involved in student progress-monitoring. He tracks students through reporting systems that are provided by each teacher. These reports cover all subject areas and ensure that the administration is aware of each student's progress in relation to goals. The principal knows each student by name as well as where they stand academically. He is then able to identify students with specific academic needs, and he works with classroom teachers and specialists to promote student achievement.

When students are not meeting set goals, extra support is targeted directly to those students. Instructional specialists, the administrative staff, and even the librarian and school

counselor are utilized as resources until the students are brought up to the expected level. The administration then takes an active role in reviewing best practices with classroom teachers to ensure success for all students.

School leadership rewards student accomplishments in all subjects in a variety of ways. Students are recognized on the school-wide television announcements. They are given certificates, t-shirts, praise, and even a math “driver’s license” for mastering math fluency. This helps to reinforce student achievement.

The success-driven, hard-working culture at Graham is due in large part to school leadership. The principal emphasizes results-based academic systems, progress monitoring, and rewards for student achievement. The principal’s vision has led to a climate of excellence that has earned Graham the Texas Education Agency’s Exemplary accountability rating for the past three years.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

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

Edition/Publication Year: 2011 Publisher: Texas Education Agency

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	96	94	96	60
Commended	42	51	38	27	16
Number of students tested	77	71	65	51	58
Percent of total students tested	88	83	81	57	56
Number of students alternatively assessed	10	13	14	9	3
Percent of students alternatively assessed	11	15	18	10	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	95	93	96	60
Commended	37	52	36	22	17
Number of students tested	71	66	61	45	48
2. African American Students					
Met Standard	100	100	100	93	50
Commended	55	25	27	7	18
Number of students tested	11	8	11	14	22
3. Hispanic or Latino Students					
Met Standard	100	95	92	97	63
Commended	38	54	40	35	16
Number of students tested	61	57	52	34	32
4. Special Education Students					
Met Standard	100	0	100	0	100
Commended	50	0	50	0	0
Number of students tested	2	0	2	0	2
5. English Language Learner Students					
Met Standard	100	94	92	100	67
Commended	40	51	42	36	19
Number of students tested	48	47	48	22	21
6. White					
Met Standard	100	100	100	100	100
Commended	50	60	50	50	0
Number of students tested	2	5	2	2	4
NOTES:					

12TX26

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2011 Publisher: Texas Education Agency

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	100	98	94	81
Commended	45	70	44	27	30
Number of students tested	77	67	57	51	57
Percent of total students tested	88	78	70	57	54
Number of students alternatively assessed	10	13	13	9	3
Percent of students alternatively assessed	11	15	16	10	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	93	100	98	93	81
Commended	44	69	40	20	28
Number of students tested	71	62	53	44	47
2. African American Students					
Met Standard	82	100	100	86	78
Commended	18	50	42	43	26
Number of students tested	11	8	12	14	23
3. Hispanic or Latino Students					
Met Standard	95	100	98	97	80
Commended	46	75	47	21	37
Number of students tested	61	53	43	34	30
4. Special Education Students					
Met Standard	100	0	100	0	50
Commended	100	0	50	0	50
Number of students tested	2	0	2	0	2
5. English Language Learner Students					
Met Standard	94	100	97	100	84
Commended	50	72	49	14	42
Number of students tested	48	43	39	22	19
6. White					
Met Standard	100	100	100	100	100
Commended	100	60	0	50	0
Number of students tested	2	5	2	2	4
NOTES:					

12TX26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)
Edition/Publication Year: 2011 Publisher: Texas Education Agency

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	96	95	97	92	70
Commended	58	51	64	44	18
Number of students tested	72	63	59	73	80
Percent of total students tested	78	77	82	78	75
Number of students alternatively assessed	17	15	11	6	7
Percent of students alternatively assessed	18	18	15	6	7
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	95	95	96	91	67
Commended	57	47	64	39	17
Number of students tested	65	59	56	66	69
2. African American Students					
Met Standard	100	92	100	88	59
Commended	43	69	33	6	14
Number of students tested	7	13	6	16	22
3. Hispanic or Latino Students					
Met Standard	96	96	96	92	73
Commended	56	48	66	55	20
Number of students tested	57	48	50	53	55
4. Special Education Students					
Met Standard	50	100	0	80	50
Commended	50	50	0	0	0
Number of students tested	2	2	0	5	4
5. English Language Learner Students					
Met Standard	96	91	94	95	80
Commended	50	41	55	55	13
Number of students tested	26	22	31	42	30
6. White					
Met Standard	86	100	100	100	100
Commended	86	0	100	67	0
Number of students tested	7	2	2	3	3
NOTES:					

12TX26

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2011 Publisher: Texas Education Agency

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	88	96	84	73
Commended	37	17	25	11	15
Number of students tested	70	60	51	73	74
Percent of total students tested	76	73	71	78	70
Number of students alternatively assessed	16	16	11	6	8
Percent of students alternatively assessed	17	20	15	6	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	88	96	82	70
Commended	33	16	23	9	13
Number of students tested	63	56	48	66	63
2. African American Students					
Met Standard	100	92	100	75	67
Commended	57	0	17	6	14
Number of students tested	7	13	6	16	21
3. Hispanic or Latino Students					
Met Standard	93	87	95	85	76
Commended	35	22	26	13	16
Number of students tested	55	45	42	53	50
4. Special Education Students					
Met Standard	100	100	0	80	100
Commended	33	0	0	0	0
Number of students tested	3	1	0	5	3
5. English Language Learner Students					
Met Standard	88	79	91	83	72
Commended	17	16	17	10	8
Number of students tested	24	19	23	42	25
6. White					
Met Standard	100	100	100	100	67
Commended	43	0	50	0	0
Number of students tested	7	2	2	3	3
NOTES:					

12TX26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)
Edition/Publication Year: 2011 Publisher: Texas Education Agency

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	95	95	82	69
Commended	54	45	59	46	19
Number of students tested	67	60	76	74	52
Percent of total students tested	82	81	86	85	72
Number of students alternatively assessed	14	13	10	9	15
Percent of students alternatively assessed	17	18	11	10	21
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	94	95	95	82	71
Commended	52	47	59	41	19
Number of students tested	63	58	74	61	42
2. African American Students					
Met Standard	100	78	93	80	82
Commended	50	22	43	47	18
Number of students tested	10	9	14	15	17
3. Hispanic or Latino Students					
Met Standard	92	98	95	83	61
Commended	55	49	61	45	21
Number of students tested	53	49	59	58	28
4. Special Education Students					
Met Standard	100	0	100	60	100
Commended	25	0	0	20	0
Number of students tested	4	0	1	5	1
5. English Language Learner Students					
Met Standard	83	93	89	83	69
Commended	33	27	52	30	15
Number of students tested	12	15	27	30	13
6. White					
Met Standard	100	100	100	100	67
Commended	33	50	100	100	17
Number of students tested	3	2	2	1	6
NOTES:					

12TX26

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2011 Publisher: Texas Education Agency

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	92	91	83	92	64
Commended	38	51	23	21	9
Number of students tested	66	55	70	71	53
Percent of total students tested	80	74	80	82	72
Number of students alternatively assessed	15	13	9	10	13
Percent of students alternatively assessed	18	18	10	11	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	92	92	84	92	63
Commended	35	51	24	14	7
Number of students tested	62	53	67	59	43
2. African American Students					
Met Standard	100	89	79	79	72
Commended	30	56	7	21	11
Number of students tested	10	9	14	14	18
3. Hispanic or Latino Students					
Met Standard	90	91	85	95	61
Commended	38	50	28	20	7
Number of students tested	52	44	53	56	28
4. Special Education Students					
Met Standard	100	0	100	100	0
Commended	33	0	0	50	0
Number of students tested	3	0	1	4	2
5. English Language Learner Students					
Met Standard	58	80	67	93	58
Commended	8	20	24	3	0
Number of students tested	12	10	21	29	12
6. White					
Met Standard	100	100	50	100	50
Commended	33	50	0	100	0
Number of students tested	3	2	2	1	6
NOTES:					

12TX26

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	96	95	95	89	66
Commended	51	49	53	40	17
Number of students tested	216	194	200	198	190
Percent of total students tested	82	80	83	73	67
Number of students alternatively assessed	41	41	35	24	25
Percent of students alternatively assessed	15	17	14	8	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	96	95	94	89	65
Commended	48	48	53	35	17
Number of students tested	199	183	191	172	159
2. African American Students					
Met Standard	100	89	96	86	62
Commended	50	43	35	19	16
Number of students tested	28	30	31	45	61
3. Hispanic or Latino Students					
Met Standard	96	96	94	89	67
Commended	49	50	55	46	19
Number of students tested	171	154	161	145	115
4. Special Education Students					
Met Standard	87	100	100	70	71
Commended	37	50	33	10	0
Number of students tested	8	2	3	10	7
5. English Language Learner Students					
Met Standard	96	93	91	92	73
Commended	42	44	48	42	15
Number of students tested	86	84	106	94	64
6.					
Met Standard	91	100	100	100	84
Commended	66	44	83	66	7
Number of students tested	12	9	6	6	13
NOTES:					

12TX26

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	93	93	91	89	72
Commended	40	46	30	18	17
Number of students tested	213	182	178	195	184
Percent of total students tested	81	75	73	72	65
Number of students alternatively assessed	41	42	33	25	24
Percent of students alternatively assessed	15	17	13	9	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	93	93	91	88	71
Commended	37	46	28	13	15
Number of students tested	196	171	168	169	153
2. African American Students					
Met Standard	92	93	90	79	72
Commended	32	30	22	22	17
Number of students tested	28	30	32	44	62
3. Hispanic or Latino Students					
Met Standard	92	93	92	91	73
Commended	39	50	33	17	19
Number of students tested	168	142	138	143	108
4. Special Education Students					
Met Standard	100	100	100	88	57
Commended	49	0	33	22	14
Number of students tested	8	1	3	9	7
5. English Language Learner Students					
Met Standard	87	91	87	90	73
Commended	34	50	33	8	17
Number of students tested	84	72	83	93	56
6.					
Met Standard	100	100	83	100	69
Commended	50	44	16	33	0
Number of students tested	12	9	6	6	13
NOTES:					

12TX26