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

Official School Name Malakoff Elementary School
(As it should appear in the official records)

School Mailing Address 310 North Terry Street
(If address is P.O. Box, also include street address.)

City Malakoff   State TX   Zip Code+4 (9 digits total) 75148-5905

County Henderson County   State School Code Number* 107-906-102

Telephone 903-489-1964   Fax 903-489-1536

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Twitter Handle
@RonnySnow68   Facebook Page   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*Mr. Randy Perry   E-mail: randy.perry@malakoffisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Malakoff Independent School District   Tel.   903-489-1152
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 Mr. Rick Vieregge
(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   <u>2</u> Elementary schools (includes K-8)
   (per district designation):   <u>1</u> Middle/Junior high schools
   <u>1</u> High schools
   <u>0</u> K-12 schools

   <u>4</u> 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
   [X] Rural

3. <u>10</u> 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	12	17	29
K	36	38	74
1	36	35	71
2	32	33	65
3	31	37	68
4	33	32	65
5	32	33	65
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	212	225	437

5. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    1 % Asian
    16 % Black or African American
    16 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    63 % White
    4 % 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: 27%

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 *to* the school after October 1, 2013 until the end of the school year	53
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	67
(3) Total of all transferred students [sum of rows (1) and (2)]	120
(4) Total number of students in the school as of October 1	437
(5) Total transferred students in row (3) divided by total students in row (4)	0.275
(6) Amount in row (5) multiplied by 100	27

7. English Language Learners (ELL) in the school: 12 %
    51 Total number ELL
Number of non-English languages represented: 2
Specify non-English languages: Spanish, Vietnamese

8. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 327

Information for Public Schools Only - Data Provided by the State

The state has reported that 73 % 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: <u>12</u> %

    <u>53</u> 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>2</u> Autism   <u>2</u> Orthopedic Impairment
    <u>0</u> Deafness   <u>7</u> Other Health Impaired
    <u>0</u> Deaf-Blindness   <u>14</u> Specific Learning Disability
    <u>1</u> Emotional Disturbance   <u>22</u> Speech or Language Impairment
    <u>1</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
    <u>4</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
    <u>13</u> Multiple Disabilities   <u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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   <u>13:1</u>

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%	96%	97%	96%	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 X

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

15. Please summarize your school mission in 25 words or less: Our mission at Malakoff Elementary is to provide a caring, yet disciplined environment where students are prepared to succeed not only in school, but in life as well.

PART III – SUMMARY

History and Events

Malakoff Elementary School (MES) is a diverse PK-5 campus of approximately 437 students located in Malakoff, Texas. Malakoff is a small rural community located 70 miles southeast of the Dallas and Ft Worth Metroplex area. Malakoff ISD sits on the south end of the sixth largest lake in Texas, Cedar Creek Lake. This makes for interesting dynamics of the community. While the student body is over 70% economically disadvantaged (ECD), the district is considered property wealthy by the state due mainly to the many vacation, weekend, and retirees' homes located within the district. The high mobility rate, when combined with the over 70% ECD rate, creates a challenging situation for the campus.

Cedar Creek Lake geographically divides Malakoff ISD. The school boundaries were established in the 1930's long before the lake was built. When the lake was built, it separated the district's land mass and created a "west side" of the school district known as the Tool community, which is sixteen miles from the City of Malakoff, the location of the main physical plant of Malakoff I.S.D. For many years, not having a school in Tool was a contentious issue among residents of the district.

The current constitution of Malakoff Elementary came about after a devastating fire destroyed the campus in March, 2005. The campus was a total loss. After that fire, a bond issue was presented to the voters of the district to rebuild MES and to solve a longstanding friction between communities by building an elementary school in Tool. The bond passed, and both schools were opened in 2007. MES is located in the heart of the City of Malakoff.

Key Strategies

In 2003 MES was awarded a Reading First Grant to revamp the entire reading program and curriculum. The foundation of the instructional strategies from this grant has remained in place today at MES. For example, the grant funded reading specialists, certified teachers, for intervention to help struggling readers. After losing the grant, the district was able to sustain these teaching positions to help struggling readers succeed. The campus has had excellent reading scores since 2006. The grant also provided professional development on best practices of reading instruction delivery. Methodology learned by staff during that time is still used today as the staff has remained very stable at MES. Teachers trained in those methods have trained new staff on those techniques, including designing learning centers particularly for K-2 grades.

In 2005, the campus implemented an academic rally to celebrate student success. Each six weeks students are rewarded for academic success, attendance, and citizenship excellence. Gift cards and prizes are provided by the PTO for these assemblies. Once students experience success, they strive for more.

The campus philosophy is that with many of the students being disadvantaged that small group instruction is the key to academic success. In 2006 MES implemented a vigorous after school tutoring program in grades 2-5 that begins in November and ends in April. Teachers use data from assessments to organize the students in small groups that are focused on targeted weak areas. Snacks and transportation are provided for students who come to tutoring. Since the inception of this program, the campus has been rated Academically Recognized or Exemplary every year that ratings were available from the state. In the past two years with changes to the rating system, the campus has received acknowledgements in numerous areas for top performance.

Yearly Community Programs

The campus has several traditional programs that highlight the school year. The Annual Veterans' Day Program is a community wide event that draws many local veterans and community members to MES. Students sing patriotic songs, recite patriotic poetry, and watch a video with local veterans' pictures. This ceremony is always a very emotional event and is capped by the roll call of all Veterans in attendance: All of their names are called with drums and fanfare. The students view them as the real heroes of America,

creating student pride in community and country. An annual PTO Christmas Chili Supper is held including a program during which students sing seasonal songs. Numerous other events are held during the school year including Grandparents Day, Book Fair, Red Ribbon Week and Field Day for student and parent enjoyment. Culturally diverse families come together to celebrate a common thread-the overall well-being of the students. MES and the PTO have been at the forefront each April of the "Go Blue" program. This program is to raise awareness of Child Abuse. The events are sponsored by the Henderson County District Attorney's Office. The DA's Office provides blue t-shirts for our staff to assist in raising awareness.

Cultural Outreach

For over eight years, Malakoff Elementary has hosted an adult ESL program on Monday nights to teach Hispanic community members English. The program is free and includes childcare for those wanting to attend. Faculty from MES teach the classes to help parents improve their English skills thereby equipping them in assisting their students. During February the campus observes Black History Month with weekly readings of famous African American achievers.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Curriculum at MES is based on the state required Texas Essential Knowledge and Skills (TEKS). The English Language Proficiency Standards (ELPS) are incorporated into the lessons for our English Language Learners (ELLs). Teachers continuously refine instructional methods to better meet the needs of all students. They provide interventions for students who have been identified for Tier II and Tier III through the Response to Intervention (RtI) process. This intervention allows the staff to assist students who are performing below grade level and to narrow the learning gap between subgroups.

As a staff they examine the curriculum alignment both horizontally and vertically to ensure continuity in all areas of the curriculum. In each grade level the teachers assess whether the presented lessons are aligned to best scaffold student learning and allow for the appropriate building of concepts. The teaching staff then have conversations about areas of weakness and what efforts they might make together to create a solution.

In the area of language arts, staff members utilize process-writing strategies. These strategies allow teachers to scaffold the development of writing skills and to improve written communication. The upper grades also incorporate grammar with creative and journal writing. Core instruction in spelling begins in kindergarten and continues through fifth grade. Lessons are aligned with high frequency and sight words and phonics-based spelling lessons.

Reading instruction focuses on active student involvement with the text in order to make connections and strengthen comprehension. Students use consistent strategies from one grade level to the next during their entire time at MES. The reading curriculum emphasizes foundational skills in the lower grades (K-2nd) and fluency and comprehension in the upper grades (3rd-5th). Each student, through diagnostic assessment, is assigned to a guided reading group to improve fluency and comprehension at his/her instructional level, and whole group instruction is used to teach specific skills and comprehension. Also, this method provides the flexibility to address students' needs associated with materials that are too difficult for them to comprehend independently.

Math curriculum contains a well-defined outline to use in planning instruction at each grade level. It involves helping students develop a conceptual understanding of math concepts. The math instruction at MES is guided by a math series that contains multiple components for instruction. The series includes many modes of instruction and tasks at varied levels to provide for differentiated instruction. The series provides three levels of material for independent practice to differentiate instruction. A daily activity center is provided for hands on learning and a spiral review. Along with the lessons there is a separate diagnostic assessment for individual skills. The assessment data is used to form intervention groups that are used to provide instruction for remediation and enrichment of skills during grade level intervention times. The multiple components of this curriculum provide for the diversity needed to provide effective instruction to all students. Instruction is supplemented with hands-on experiences to provide a basis for understanding numbers and explaining mathematical processes.

Science instruction focuses on learning the scientific method, lab safety, and about healthy foods and personal care. Teachers have completed training in the 5-E Model of instruction for their classrooms. The lessons are constructed so there are Engaging, Exploration, Explanation, Extension or Elaboration and Evaluation activities. Opportunities to apply concepts in real-life situations through hands-on experiences are an integral part of achieving high levels of student success in science. The teachers at MES have taken the curriculum and correlated it with their math and reading curriculums to provide opportunities for students to make cross-curricular connections throughout the year.

Connecting concepts across the curriculum along with use of literature supports the social studies curriculum. The state-adopted textbook, aligned to the TEKS, provides classrooms with the focal point of instruction. Character education is implemented using AutoBGood, which reinforces citizenship and social skills throughout the year. Guidance sessions are presented by the counselor.

Students in need of academic acceleration are involved in the Gifted and Talented program incorporating the core curriculum with enrichment experiences. In addition to the GT pullout program, students can take part in a variety of school enrichment activities such as UIL, music, and computer programming. Students in need of academic remediation are offered assistance during and after the school day using a variety of different programs and instructional practices.

MES also offers Pre-K classes and partners with the regional service center to provide Head Start. The preschool curriculum includes academic, listening, social interaction, and communication skills. This curriculum gives each individual student the tools to be ready academically, physically and mentally for kindergarten. The students learn by exploring and manipulating activities. There is an emphasis on learning with movement, music and books. The curriculum and materials are aligned with the kindergarten materials. This provides the foundation to give children skills that they are able to use throughout their school years to meet academic challenges successfully. The preschool also uses the same technology available to the elementary age students. In 2013 the preschool program received the Pre-K Center of Excellence award.

2. **Other Curriculum Areas:**

Aside from the core curriculum, all students participate in fine arts, physical education and technology classes. All curriculum in these areas follow the standards set forth in the state required TEKS.

Fine arts instruction is closely tied to the core curriculum taught in each classroom, PK through 5th. Participation in various content-related poster contests throughout the year provides all students opportunities to artistically express knowledge. Art is taught through an Art Masters program to all students. Each classroom teacher incorporates a variety of art experiences in their lessons. Music is taught by a certified teacher. While listening, singing, playing instruments, and moving to the music, they learn about aspects of music such as tempo, pitch, and rhythm. All students have an opportunity to participate in music programs presented to the community throughout the year. In addition, students have the opportunity to participate in the University Interscholastic League (UIL) Art contest, which involves learning titles of paintings along with the artist and nationality. The Music Memory contest offers an opportunity to develop music appreciation by studying composers and their music with emphasis on time period, style, and theme. Both of these UIL events emphasize handwriting and spelling, thus reinforcing the writing and spelling curriculum.

There is a firm belief that physical fitness promotes academic achievement and contributes to the education of the total child. The TEKS standards are used in all PE classes. Children are taught to appreciate the importance of physical well-being and physical activity now and throughout their lives. Developing positive self-esteem, self- expression, and a positive self-concept is a goal of the physical education program. The students learn the concepts of motor and manipulative skills and safety practices. Along with developing physical skills, students are given opportunities to improve their cooperation, social skills and building positive relationships. All students are fully included in physical education which promotes respect for uniqueness, diversity and disabilities. The PE Department also participates in Fitnessgram which accesses each child's physical fitness. This information is also given to the parents. When children become motivated, they are more focused on learning, which can develop healthy attitudes both in and out of the classroom that eventually lead to a lifestyle of regular physical activity. The PE program offers Coordinated Approach to Child Health (CATCH), which provides nutrition education as a commitment to student health and wellness. This instruction is designed to enhance their ability to make informed food choices in an increasing complex environment where a wide array of food is available. The lessons consist of a variety of classroom discussions, informational materials, and taste testing sessions.

Students in the technology classroom learn to use various computer programs and explore programming. The TEKS Technology Applications expectations are taught to all K-5 students through a weekly class in one of the two computer labs. Through teaching of the Technology Applications, students have learned to produce short powerpoint presentations explaining math processes and science experiments. They have also been taken, through virtual field trips, to sites and places they may never get to actually experience. Technology has enhanced all of the core curriculum subjects. Each classroom is also equipped with

projectors and two computers for student use. Smartboards are available for each grade level. IPads are being used extensively in all grade levels to enhance the teaching of the TEKS and preparing students with skills for the 21st Century. Technology is used extensively in the campus' science classrooms. With the use of technology-driven-curriculum software, students can experience real-world scientific research and experiments. Groups of teachers from each grade level have been afforded extensive training during the summer on the use of technology by attending a conference devoted to the use of technology to enhance instruction. Technology has allowed the campus to open up the world to their students; it is a viable tool to motivate all learners to be successful.

3. **Instructional Methods and Interventions:**

The district provides curriculum materials as the basis for instruction in all math, reading, and social studies. Science is taught by investigation and experimentation at the individual teacher's discretion. The teachers are allowed a great deal of flexibility in determining what components of the materials provided they will use in their individual classrooms and are free to supplement with materials they feel will provide the most effective learning. The district has provided materials to use for the kinesthetic learning style consisting of manipulatives, educational games, and interactive white board materials for math. Investing in technology has been a high priority for the district. Each teacher has access to on-line, scientifically based learning programs for extra practice, as well as remedial and enrichment activities. These programs are highly used in the science classrooms. All staff have access to an interactive white board and document camera. The general education teachers modify assignments independently and in collaboration with the special education staff. Tasks are modified by providing oral reading of content material, text-to-speech computer programs, modified length and complexity of assignments, alternate methods to demonstrate mastery (drawings, group projects, computer/iPad presentation, project based learning), and speech-to-text iPad application.

The school has certified interventionists who are trained to work with small groups of Tier II students who are not up to grade level expectations on specific foundational skills. Students who continue to perform below average as defined by informal assessment data are divided into intervention groups based upon their strengths and weakness. Both certified and paraprofessional staff are used for intervention groups. The most specialized certified staff is used for remedial groups to provide intensive interventions. Many of the elementary staff have had Reading Recovery training, and these techniques are used in intervention. If students have not acquired the foundational skills for reading, more intense interventions are continued in upper elementary. The staff believes that the students must be exposed to rigorous content.

A Special Needs Committee meets regularly to discuss students who are not making progress and ways/methods to assist those students so that they may reach their potential. A free after-school tutoring program is available to all students three days per week to aid in preparing students for the STAAR Test. In addition, fourth and fifth grade students work with a paraprofessional on STAAR skills in reading and math based on their individual needs. This past summer teachers volunteered their time to offer a four day summer camp emphasizing reading and math for struggling students two weeks before school officially began.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

MES administers the state-mandated State of Texas Assessment of Academic Readiness (STAAR) test, which measures students' understanding of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS).

At the beginning of the year, the entire campus staff participates in a disaggregation of the State Assessment results. A test item analysis is conducted in the areas of reading and math. This item analysis process requires all teachers to analyze students' performances by addressing the state curriculum (TEKS) along with the student expectations (SEs). This process is applied to benchmark testing and six-weeks and/or unit tests. A continuous review of assessment data is conducted regularly within each grade level. Data drives the instruction.

Campus performance on the STAAR tests has remained steady over the last five years with the campus scoring in the 90's in Math and Reading. The state assessment data tables reveal that performance results have been above 90%, with few exceptions.

There is a gap of more the 10% in the performance of all students and the campus' Special Ed subgroup for the year 2013-2014. The STAAR is more rigorous than the former TAKS test. The campus has implemented several strategies to help special education students be successful. First, students' schedules were adjusted so that placement in the resource room was at a time best for each student. Second, students who were in the Self Contained Unit schedules were arranged to give 3rd and 5th grade students more individualized instruction. Finally, IEP's were reviewed to ensure that they were as rigorous as possible for the student.

MES contributes its academic success to the implementation of an after school tutorial program three days a week. In the after school program, struggling students are targeted and helped in small group settings by campus teachers. Students receive academic content through project-based activities. First and foremost, MES's philosophy remains the same-do what is best for the students. The focus is on intervening early, allowing all of the students every opportunity to be successful. MES' efforts with tutorials, intervention pull-out and Tier I individualization through small groups have been very effective in helping all sub-groups be successful.

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

Continuous universal screening assessment is performed in both reading and math to determine students' weaknesses. It may be determined that there is a need for a 504 evaluation for dyslexia, prescribe additional reading or math assistance through pull-out intervention services or merely suggest individual classroom accommodations that might better address the student's learning style.

Curriculum areas are also reviewed to see if any need to be scaffold, re-taught or reinforced. Supportive curriculum pieces are reviewed that would give students additional practice within a given objective. A variety of strategies are also reviewed for presentation of the targeted skill in a multi-sensory method to appeal to all learning styles. After opportunities for additional teaching, reevaluation of student's understanding is conducted to ensure student success.

Data is used to assess the need for systematic changes and professional development. The principal examines data throughout the year to determine instructional areas where teachers might need additional support or training to lead their students to be successful.

MES strives to emphasize the importance of the parent-school-community partnership in the education of the students. Student progress is communicated to parents through the Parent Portal on the district's website where parents can check current student grades and assignments daily. MES holds an open meeting each year for parents and community members to discuss the assessment information contained in the campus'

state accountability report. Informal communication is used with our community and parents through the local newspaper and the district's website.

The school's desire is to use the student data collected to drive the instruction, staff development and student services. Collecting and analyzing data is the road map and thermometer by measuring efforts and giving direction. Teachers genuinely strive for all their students to be successful and want to establish a firm educational foundation the students can build upon throughout their lives.

Part VI School Support

1. School Climate/Culture

Keeping the MES students engaged and motivated in the 21st century is an ever moving target. MES strives to motivate, engage and encourage students through a variety of methods. Academic assemblies are held each six weeks to recognize students' achievements during that reporting period. Having academic assemblies each six weeks encourages students to set goals and work diligently toward them in order to gain recognition and receive physical evidence as proof of achievement of those goals. Students are honored at the end-of-year awards assembly as well for year-long achievements. Students who reach various academic excellence marks are provided with medals at this ceremony to honor their achievement. These assemblies promote pride in school, community and family.

Malakoff Elementary encourages not only academic excellence, but also high morale standards. Teachers implement a character development program, The Character Network, into classroom activities. Two or three days per week, audio recordings tell about famous people who have excelled at helping mankind. The principal and counselor reinforce these concepts in their daily "hall-walk-and-talk" encounters with the students while creating trusting relationships.

An after-school program is offered on Mondays. This program is sponsored by a community-based organization and usually has 70-80 students in attendance. Good character development is evidenced at home and the community, and there are fewer discipline problems at school.

Keeping the Malakoff Elementary School campus' culture positive and proud for students, each day begins with announcements and pledges to the nation and state, followed by the students reciting the adopted campus creed: I am a Malakoff Elementary School student. I have the power to be a better person today than I was yesterday. I accept the responsibility for my behavior and its results. I will treat others the way I like to be treated. I am here to learn. I am proud to be a Malakoff Tiger.

Teachers feel valued and appreciated by the Malakoff ISD, from the school board down through the chain of command in administration. The teachers' salaries are some of the highest in the region. This encourages low teacher turn-over. Teachers, staff and the administrator on the MES camps have close, person relationships that a small town, small campus promotes. The teachers are commended for the campus' achievements by their principal and superintendent at community meetings, special luncheons, and through news releases. The principal allows teachers a large voice in how the campus functions. This shared, cooperative spirit is passed on to the students and creates a safe, positive learning environment for the students.

2. Engaging Families and Community

Malakoff Elementary School fosters community involvement. There are numerous retired people who come to the school and work with students who are struggling readers. Reward field trips are given for the students who excel in reading, and many parents like to go with their students on these trips to celebrate success in reading. The community programs that are held bring people onto the campus and have led to the development of relationships with community members. The more community involvement, the more the students are encouraged to attend school, make good grades and value a good education---all creating a partnership between school and community.

The event "Meet the Teacher Night" is held the Thursday before school begins and is highly anticipated. It allows for a casual meeting of staff with students and their families. Therefore, there is less stress for everyone the first day of school.

The adult ESL classes have engaged family members and placed them on campus. Utilizing the campus facilities for furthering their own education has increased adult awareness of the physical facilities and created school pride as well.

The campus also strives to help the neediest families through partnership with the Faith in Action Group. This non-profit group brings food items every Thursday that go home with students on Friday. This ensures many students have something to eat over the week-end. When students have good nutrition and are not hungry, they are able to achieve a higher level of learning.

The campus has also partnered with the Pinnacle Ladies Club, a community organization which gives students free books each year, thereby encouraging good readers and an appreciation for literature. Having ownership of these books, the students read more at home and develop better reading skills---a winning situation for education.

The Malakoff Rotary Club provides every third grade student a dictionary. The representatives come to the campus and present these dictionaries personally to each student. Having their own dictionary to use at home encourages the students to increase their spelling and grammar (writing) skills.

Another community group known as VOICE is involved in helping students create a better self-image and to make wise choices. VOICE is a non-profit group that sends a counselor once a week for 24 weeks of the school year to help at-risk students. These at-risk students are encouraged to make better choices, particularly when it comes to getting their education and succeeding in life. Having this additional counseling has enabled the campus counselor to work with more students.

3. Professional Development

The approach to professional development on the campus is driven by the principal in collaboration with the staff and district administrators. Needs Assessment Surveys are completed each spring to gather input for professional development. In previous years, the district has provided two to three comp days in the regular year's school calendar for professional development completed during summer break. Teachers submit proposals for what they will attend during the summer to the principal for approval. The belief is that teachers will have more buy-in to the professional development when it is chosen by them to meet their individual needs and the needs of their students.

The school district offers a variety of trainings during the summer and throughout the school year which cover a wide variety of topics and speakers. The professional development trainings offered each year are targeted to meet specific areas in the curriculum to improve student performance and achievement. Because of the high economically disadvantaged student population and the campus' high mobility rate, teachers and staff have attended training on cultural differences and differentiated instruction techniques. These workshops have better prepared teachers and staff in working with the diverse student population. Recently, teachers attended a well-known writing expert's workshop addressing the rigorous standards adopted by the state and the assessment thereof targeting the 4th grade writing curriculum.

For the last two years, MES has focused on technology for the 21st century learner. Due to the significant money the school district has spent on technology and wireless networks, a needs assessment for professional development was conducted. The results indicated the need for vigorous development for both teachers and students. Teachers and staff members have attended technology training sessions. Fourteen teachers attended the "Tots for Technology Conference." This conference targets specific grade levels for elementary teachers. Other teachers were sent to a one day tech conference at the region service center. All teachers were issued iPads. There are currently over 150 tablets in the school for students' use; the goal is to get 215 for a ratio of 1 tablet for every 2 students.

The campus is conducting its first "Green Days" program this spring. On these days no paper and pencil tasks are to be used--- all work tasks will be digital. Much of the curriculum used on these days will focus on the environment. This strategy will enable students to become more efficient in using their iPads as well as preparing the teachers to incorporate the technology into the daily routine of the classroom---a campus and district professional development goal.

4. School Leadership

The leadership of the campus falls on the principal (there is no assistant principal). He follows the philosophy that teachers are professional educators who should be valued, respected and supported. The principal believes that if this is done, then teachers have ownership and are more focused on student achievement than worrying about other external factors. Finding dedicated caring staff who are top teachers is job one. To that goal, grade level staff is involved in the hiring process to find the best person available. Teacher turnover rate has been very low at the campus. The principal believes that continuity leads to student success.

The principal is responsible for the operation of the entire school and for ensuring that the campus focuses on the whole student and his/her well being. This involves decisions concerning curriculum, scheduling, campus discipline, safety issues, and any other operational decisions that must be made. The principal also believes that certain authority should be delegated. Staff should not be micromanaged when they are entrusted with these assignments. For example, the campus coordinator for iPads is a classroom teacher. The principal trusts that coordinator to do what must be done to accomplish student success and to assist other teachers as needed.

The school counselor is also involved in many ways in school leadership. The counselor heads the RtI team and the Gifted and Talented program. The counselor also manages several outreach programs that the campus uses to help entire families with different needs and issues. She has an "open door policy", meaning she communicates freely with students, parents, teachers and staff members making them all feel welcome.

The campus is home to two units from the Henderson County Shared Services Arrangement (SSA), which serves students from five school districts. The Director of the SSA is the administrator on the Admission, Review, and Dismissal (ARD) meetings for these high-needs students. The director collaborates with the campus principal and counselor to ensure that IDEA law is followed for students in the program.

The principal ensures that various data reports on students' achievement, growth and progress are received, studied and disaggregated by the teachers and support staff. The principal conducts meetings to formulate a plan based on collected data and how to implement the plan to ensure all students progress and succeed.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** STAAR
All Students Tested/Grade: 3	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	98	100	94	98
Advanced Academic Performance	53	31	39	51	39
Number of students tested	56	61	59	49	56
Percent of total students tested	97	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	10	7	8	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	88	96	100	92	97
Advanced Academic Performance	56	29	37	42	33
Number of students tested	32	49	41	36	36
2. Students receiving Special Education					
Satisfactory Academic Performance and above	33	82	100	100	100
Advanced Academic Performance	33	9	25	40	11
Number of students tested	3	11	8	5	9
3. English Language Learner Students					
Satisfactory Academic Performance and above	86	100	100	100	100
Advanced Academic Performance	71	67	0	50	14
Number of students tested	7	3	4	2	7
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	80	100	100	100	100
Advanced Academic Performance	55	63	36	67	30
Number of students tested	10	8	11	6	10

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above	100	100	100	83	86
Advanced Academic Performance	75	28	8	25	43
Number of students tested	4	18	12	12	7
6. Asian Students					
Satisfactory Academic Performance and above	100	0	100	100	0
Advanced Academic Performance	100	0	0	100	0
Number of students tested	1	0	1	1	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	100
Number of students tested	0	0	0	0	2
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	97	94	100	97	100
Advanced Academic Performance	49	26	51	57	38
Number of students tested	39	35	35	30	34
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	100	0	0	0	100
Advanced Academic Performance	100	0	0	0	33
Number of students tested	1	0	0	0	3
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: The Texas Assessment of Knowledge and Skills (TAKS) administered 2009-2010 and 2010-2011. Beginning in 2011-2012 the more rigorous STAAR test was administered. STAAR Level II and TAKS met standard equate to Satisfactory Academic Performance, STAAR Level III and TAKS Commended equate to Advanced Academic Performance.

The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark. The campus follows the student's Individual Education Plan (IEP) in making decisions for testing. The overall question being what is best for the student.

Subject: Math	**Test:** STAAR	
All Students Tested/Grade: 4	**Edition/Publication Year:** 2014	
Publisher: Pearson		

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	98	81	74	92	84
Advanced Academic Performance	30	14	6	19	7
Number of students tested	55	57	49	63	44
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	13	9	2	10	9
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	95	70	68	91	82
Advanced Academic Performance	27	14	5	17	4
Number of students tested	37	43	37	42	28
2. Students receiving Special Education					
Satisfactory Academic Performance and above	82	60	80	100	100
Advanced Academic Performance	0	10	20	25	20
Number of students tested	11	10	5	8	5
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	0	100	100	100
Advanced Academic Performance	33	0	100	33	0
Number of students tested	3	1	1	3	2
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	78	100	91	86
Advanced Academic Performance	57	22	33	27	0
Number of students tested	7	9	6	11	7
5. African- American Students					
Satisfactory Academic	100	64	50	80	73

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	17	0	0	10	9
Number of students tested	18	14	14	10	11
6. Asian Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	2	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	50	0
Number of students tested	0	0	0	2	0
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	93	82	78	95	88
Advanced Academic Performance	33	18	4	18	8
Number of students tested	30	34	27	38	25
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	2	1
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: The Texas Assessment of Knowledge and Skills (TAKS) administered 2009-2010 and 2010-2011. Beginning in 2011-2012 the more rigorous STAAR test was administered. STAAR Level II and TAKS met standard equate to Satisfactory Academic Performance, STAAR Level III and TAKS Commended equate to Advanced Academic Performance.

The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark. The campus follows the student's Individual Education Plan (IEP) in making decisions for testing. The overall question being what is best for the student.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** STAAR
All Students Tested/Grade: 5	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	87	92	96	98	100
Advanced Academic Performance	17	31	11	28	54
Number of students tested	54	48	55	46	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	10	6	11	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	84	89	95	97	100
Advanced Academic Performance	21	25	8	16	52
Number of students tested	38	36	37	32	31
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	88	100	100	100
Advanced Academic Performance	0	0	14	20	44
Number of students tested	5	8	7	5	9
3. English Language Learner Students					
Satisfactory Academic Performance and above		100	100	100	
Advanced Academic Performance		0	0	0	
Number of students tested	0	1	1	2	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	82	100	89	86	100
Advanced Academic Performance	18	33	11	14	50
Number of students tested	11	6	9	7	8
5. African- American Students					
Satisfactory Academic	82	86	90	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	18	7	0	27	57
Number of students tested	11	14	10	11	7
6. Asian Students					
Satisfactory Academic Performance and above	0	100	100	0	100
Advanced Academic Performance	0	100	100	0	0
Number of students tested	0	2	1	0	1
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	100	0	0
Number of students tested	0	0	2	0	0
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	91	92	100	100	100
Advanced Academic Performance	16	39	6	33	55
Number of students tested	32	26	32	27	38
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	100	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	1	1	0
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: The Texas Assessment of Knowledge and Skills (TAKS) administered 2009-2010 and 2010-2011. Beginning in 2011-2012 the more rigorous STAAR test was administered. STAAR Level II and TAKS met standard equate to Satisfactory Academic Performance, STAAR Level III and TAKS Commended equate to Advanced Academic Performance.

The number of students who tested with an alternative assessment includes students who took STAAR M/TAKS M tests. Given the small number of total testers, even 1 student taking an alternative assessment is over the 2% mark. The campus follows the student's Individual Education Plan (IEP) in making decisions for testing. The overall question being what is best for the student.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: STAAR
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	91	98	100	100	98
Advanced Academic Performance	32	34	42	41	48
Number of students tested	56	61	59	49	56
Percent of total students tested	98	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	11	9	8	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	81	96	100	100	97
Advanced Academic Performance	22	31	34	33	39
Number of students tested	32	49	41	36	36
2. Students receiving Special Education					
Satisfactory Academic Performance and above	33	82	100	100	100
Advanced Academic Performance	0	27	25	80	33
Number of students tested	3	11	8	5	9
3. English Language Learner Students					
Satisfactory Academic Performance and above	86	100	100	100	86
Advanced Academic Performance	14	33	0	50	0
Number of students tested	7	3	4	2	7
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	73	100	100	100	90
Advanced Academic Performance	9	25	9	83	20
Number of students tested	11	8	11	6	10
5. African- American Students					
Satisfactory Academic	75	100	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	50	33	25	17	29
Number of students tested	4	18	12	12	7
6. Asian Students					
Satisfactory Academic Performance and above	100	0	100	100	0
Advanced Academic Performance	100	0	0	100	0
Number of students tested	1	0	1	1	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	50
Number of students tested	0	0	0	0	2
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	95	94	100	100	100
Advanced Academic Performance	36	37	60	40	59
Number of students tested	39	35	35	30	34
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	100	0	0	0	100
Advanced Academic Performance	0	0	0	0	67
Number of students tested	1	0	0	0	3
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: The Texas Assessment of Knowledge and Skills (TAKS) administered 2009-2010 and 2010-2011. Beginning in 2011-2012 the more rigorous STAAR test was administered. STAAR Level II and TAKS met standard equate to Satisfactory Academic Performance, STAAR Level III and TAKS Commended equate to Advanced Academic Performance.

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Subject: Reading/ELA	Test: STAAR
All Students Tested/Grade: 4	Edition/Publication Year: 2014
Publisher: Pearson	

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	93	88	86	89	89
Advanced Academic Performance	23	18	14	25	27
Number of students tested	55	57	49	63	44
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	11	9	4	10	9
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	86	79	81	86	86
Advanced Academic Performance	22	14	14	17	14
Number of students tested	37	43	37	42	28
2. Students receiving Special Education					
Satisfactory Academic Performance and above	73	50	80	100	100
Advanced Academic Performance	46	10	0	13	60
Number of students tested	11	10	5	8	5
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	67	50
Advanced Academic Performance	0	0	0	0	50
Number of students tested	3	1	1	3	2
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	73	86
Advanced Academic Performance	14	22	33	9	29
Number of students tested	7	9	6	11	7
5. African- American Students					
Satisfactory Academic	94	79	64	100	73

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	6	7	0	20	9
Number of students tested	18	14	14	10	11
6. Asian Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	50	0	0
Number of students tested	0	0	2	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	50	0
Number of students tested	0	0	0	2	0
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	87	82	93	90	96
Advanced Academic Performance	37	21	15	32	36
Number of students tested	30	34	27	38	25
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	2	1
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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Subject: Reading/ELA	Test: STAAR
All Students Tested/Grade: 5	Edition/Publication Year: 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	96	94	87	98	100
Advanced Academic Performance	33	15	18	24	43
Number of students tested	54	48	55	46	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	13	6	2	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	97	92	81	97	100
Advanced Academic Performance	26	14	19	9	42
Number of students tested	38	36	37	32	31
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	88	100	100	100
Advanced Academic Performance	20	13	0	40	44
Number of students tested	5	8	7	5	9
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	100	0	100	0
Advanced Academic Performance	0	100	0	0	0
Number of students tested	0	1	1	2	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	67	86	100
Advanced Academic Performance	36	17	11	14	38
Number of students tested	11	6	9	7	8
5. African- American Students					
Satisfactory Academic	91	93	90	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	18	0	20	9	29
Number of students tested	11	14	10	11	7
6. Asian Students					
Satisfactory Academic Performance and above	0	100	100	0	100
Advanced Academic Performance	0	50	0	0	0
Number of students tested	0	2	1	0	1
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	50	0	0
Number of students tested	0	0	2	0	0
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	97	92	91	100	100
Advanced Academic Performance	38	19	19	30	47
Number of students tested	32	26	32	27	38
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	100	100	0
Advanced Academic Performance	0	0	0	100	0
Number of students tested	0	0	1	1	0
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: The Texas Assessment of Knowledge and Skills (TAKS) administered 2009-2010 and 2010-2011. Beginning in 2011-2012 the more rigorous STAAR test was administered. STAAR Level II and TAKS met standard equate to Satisfactory Academic Performance, STAAR Level III and TAKS Commended equate to Advanced Academic Performance.

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