



# PART I - ELIGIBILITY CERTIFICATION

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12TX3

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

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 32 Elementary schools (includes K-8)  
 (per district designation): 12 Middle/Junior high schools  
9 High schools  
0 K-12 schools  
53 Total schools in district
2. District per-pupil expenditure: 7162

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 9
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	20	13	33		<b>6</b>	0	0	0
K	58	44	102		<b>7</b>	0	0	0
1	74	70	144		<b>8</b>	0	0	0
2	66	53	119		<b>9</b>	0	0	0
3	61	50	111		<b>10</b>	0	0	0
4	66	60	126		<b>11</b>	0	0	0
5	70	59	129		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								764

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
8 % Black or African American  
37 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
49 % White  
3 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 21%  
 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.	91
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	82
(3)	Total of all transferred students [sum of rows (1) and (2)].	173
(4)	Total number of students in the school as of October 1, 2010	823
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent of English Language Learners in the school: 12%  
 Total number of ELL students in the school: 92  
 Number of non-English languages represented: 8  
 Specify non-English languages:

Spanish, Vietnamese, Hebrew, Indonesian, Mandarin (Chinese), Pilipino (Tagalog), Urdu, and Yoruba

9. Percent of students eligible for free/reduced-priced meals: 41%  
 Total number of students who qualify: 314

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: 123

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>18</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>18</u> Emotional Disturbance	<u>37</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>18</u>	<u>1</u>
Paraprofessionals	<u>15</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>0</u>
Total number	<u>85</u>	<u>5</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: 19:1

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

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

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

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

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

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?

*“Challenges are opportunities in disguise” comes to mind when reflecting upon the accomplishments of Winborn Elementary. Its Exemplary ratings communicate to all that the Winborn culture embraces change when it means student needs will be more effectively and successfully met. Winborn’s dedicated staff, skilled leadership, and strong community support are hallmarks of a Blue Ribbon School. Winborn is worthy of that status.” Katy ISD Superintendent*

***How High I Go, How Far I See, How High I Soar, Depends On Me.*** Winborn Elementary’s motto is emblazoned across the cafeteria wall as a prominent vision of the heart of Diane Winborn Elementary School (DWE), a philosophy embraced by teachers, students, and parents. DWE’s mission is ***“to provide all students with a positive environment that enables them to reach their fullest potential and attain their highest level of accomplishment.”***

DWE is noteworthy of Blue Ribbon status not only because of its strong standardized test results and consistent *Exemplary* rating, but also because of its willingness to accept the challenge of meeting the needs of all children.

No matter what is required, DWE students will succeed. This attitude – not programs or facilities – ensures academic success for every child, regardless of the school’s diverse demographics. Winborn is essentially an urban school in a suburban district, characterized by single-parent and working-class families, 49% White, 37% Hispanic, a 21% mobility rate, and 40% eligible for free/reduced meals. In addition to PK-5<sup>th</sup> grade, DWE is home to two life-skills units, a district-wide adaptive behavior program and a community PPCD program.

DWE exemplifies a professional learning community, horizontally and vertically aligning ideologies and methods to create a united emphasis on success. Rather than relying on packaged programs, Winborn focuses on solid teaching practices, high-quality professional development, and intense effort that go beyond standard expectations.

DWE places extreme value on team planning, a sacred time not to be interrupted. Each grading period, all staff members involved with a grade level collaborate to discuss student strengths and weaknesses. One of the most important outcomes of this is the availability of intervention and enrichment opportunities that encourage all students to exceed DWE’s high expectations. Collaboration and ownership in every student’s success help teachers make the best decisions for each child’s intervention and/or enrichment needs. Teachers work diligently to nurture an atmosphere of persistence, instilling the belief in students that they can be successful if they are willing to persevere.

This environment of success is the foundation of extended learning time (ELT), an integral part of the master schedule that seamlessly provides enrichment and remediation opportunities and encourages full staff ownership of all students. Classroom teachers utilize assessment data to group students according to academic needs. During ELT, students rotate through grade-level classrooms where teachers target instruction on specific objectives. Intervention teachers work with small groups to provide additional reading and math assistance, while special education teachers deliver resource services during this time. A tribute to the seamless nature of ELT is that no stigma is attached to receiving additional support; indeed special-needs students are not aware that they receive special services.

DWE teachers and students are constantly “soaring to new heights.” In 2003, Winborn was projected for an *Unacceptable* rating (the state’s lowest) as a result of a new standardized science test. Although *Unacceptable* was out of the question, teachers did not strive to be merely *Acceptable* or

*Recognized*; we were determined to earn an *Exemplary* rating, which we achieved and helped replicate at other campuses by sharing what we learned.

Similarly, understanding that today's students are digital natives, DWE has aligned instructional practices with student learning preferences by integrating technology in a dynamic fashion. Using technology is a way of life. Students are engaged daily in vibrant lessons utilizing SMART Boards, laptops, mobile learning devices, and a vast array of Web 2.0 tools such as *Glogster* and *Edmodo*.

“Whatever it takes” is a philosophy applied beyond academics. Since students achieve in an environment where they feel valued, campus traditions are based on honoring children. One is the year-end “*Clap Out*” when fifth graders parade through the halls while remaining students and staff applaud to celebrate their achievements. Another ritual is annual grade-level award ceremonies acknowledging each student's accomplishments. During the annual “*Bump Day*,” students spend time in the next grade level to ease the anxiety that transitions can evoke. Traditions like these help to create a sense of community and belonging.

This student-centered philosophy has led to DWE's recognition as one of Texas' best public schools by both *Texas Monthly* and the *Houston Chronicle*. DWE has also been named twice to the prestigious Texas Business and Education Coalition (TBEC) Honor Roll. Honor Roll schools have performed extremely well at the *Commended* achievement level, the state's most demanding standard, on all subjects tested for at least three consecutive years.

### 1. Assessment Results:

*“These schools and their students have truly earned a place on the Honor Roll through hard work and student achievement over an extended period of time. It takes dedication and longevity to maintain such high achievement year after year.” TBEC Education Co-chairs*

The Texas Assessment of Knowledge and Skills (TAKS) is a statewide criterion-referenced test assessing student mastery of the state curriculum. Administered annually in third through fifth grade reading and math, fourth grade writing, and fifth grade science, students who pass are considered to have successfully mastered the grade-level curriculum. The State of Texas sets both campus-level and individual student performance levels. Campus ratings are based on performance levels of all students and subpopulations: *Exemplary* (90% passing in each tested subject and 25% *Commended* in reading and math), *Recognized*, *Academically Acceptable* and *Academically Unacceptable*. Student performance is rated as *Did Not Meet Standard*, *Met Standard*, and *Commended*, which is achieved by individual students who have mastered 90% or more of the assessment.

With a desire to meet the needs of all children, DWE’s goal is for every student to pass the state standard and for at least half to achieve *Commended* status, a college readiness indicator. DWE’s longitudinal assessment data proves that when a school is committed to good first teaching, positive relationships, meeting students at their individual ability levels, and creating an atmosphere of success, all students can exceed expectations and grow instructionally. In spite of steadily changing demographics and increasing subpopulations of Hispanic and Economically Disadvantaged students, DWE continues to outperform other schools in the district and state with similar demographics, and has remained an *Exemplary*-rated school for the past seven years. For the past five years, the school has earned Gold Performance Acknowledgements in all subjects – reading, math, writing, and science.

Two major student populations at DWE (Hispanic and Economically Disadvantaged) increased significantly between 2006-07 and 2010-11. The Hispanic population grew from 29% (119 students) to 36% (146 students) of enrollment. Increasing more substantially, the Economically Disadvantaged population expanded from 27% (116 students) to 44% (178 students).

Reading scores for grades three through five consistently show 98-99% passing, far exceeding state performance averages. *Commended* levels in the “All Students Tested” category increased from 46% in 2006-07 to 53% in 2010-11. Focusing on the two major subpopulations, 38% of Hispanic students achieved *Commended* in 2006-07 versus 53% *Commended* in 2010-11, a 15-point gain. In the same period, Economically Disadvantaged students’ *Commended* performance on the state reading assessment increased from 37% to 48%, an 11-point gain. Though not a growing population, African-American student data shows a 20-point gain in *Commended* students in reading, from 38% to 58%.

Third grade reading scores have remained in the 99<sup>th</sup> percentile passing over the years. Astoundingly, third grade *Commended* reading performance jumped 16 points from 2008-09 to 2009-10, reaching an all time high of 75% *Commended*. Student performance remains high with 72% of students *Commended* in 2010-11.

DWE’s student performance on the math state assessment has proven to be a major strength over the past five years as well, with 99% of all students tested meeting or exceeding state standards. *Commended* performance for all students remains 58% or more over time, a remarkable data pattern and astonishing accomplishment considering the increased rigor of the assessment. Of the two major subpopulations in 2010-11, 59% of Hispanic students achieved *Commended* scores, an eight-point gain over 2009-10. With

the dramatic increase in the Economically Disadvantaged population, students continued making academic progress, showing a one-point gain between 2009-10 and 2010-11.

Third grade math reached the top bar in 2010-11, with 100% of students passing the grade-level state assessment and 54% scoring *Commended*. Fourth grade math exhibited a nine-point gain in *Commended* levels from 2009-10 to 2010-11, with 98% of all students passing the grade-level state assessment.

This amazing consistency in performance and the increase in *Commended* scores can be attributed to many factors. DWE's collective mindset is that it takes everyone actively working together to meet the needs of children. Every staff member takes ownership of every student, and relationships are a crucial piece in enabling students to reach their full learning potential. While planning instruction, teachers constantly research and incorporate best practices and strategies to match instruction with student needs.

A balanced literacy approach is the school-wide focus for reading. For both reading and math, small-group instruction allows teachers to engage students on each child's academic level and to customize instruction for learning. Using the Concrete-Representational-Abstract (CRA) model to teach math concepts increases students' understanding of concepts and helps them make connections between representations and more abstract levels of math. Solving problems in a variety of ways and sharing them with others helps all students increase their repertoire of problem-solving skills and select strategies they understand. ESL (English as a Second Language) and special education in-class support services are provided daily in the classroom, allowing for students to benefit from continuity in instructional delivery. Academic support pull-out services give at-risk students intensive small-group reading and math instruction. Before-, during-, and after-school tutorials are also pivotal in making significant gains.

Although Winborn has been successful, staff members believe there is always opportunity for growth and constantly strive to improve and implement research-based practices to meet the needs of all students.

Detailed state testing results may be accessed at [www.tea.state.tx.us](http://www.tea.state.tx.us)

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

Meeting the needs of all students – from struggling to gifted learners – is the foundation of DWE's success, so analyzing and utilizing data is a driving force. Carefully placing students in classrooms is an important part of ensuring their academic and behavioral success. The instructional liaison considers each student's personal history, past academic performance, state assessment scores, current needs, and teacher recommendations when assigning students to the upcoming year's academic setting.

During the school year, teachers meet in a variety of configurations to evaluate data that is used in the improvement of student performance. Data is shared through weekly team meetings, six-week collaboratives, data conferences, and faculty meetings. Collaboration regarding data allows teachers to plan for instruction, differentiation, intervention, and student grouping assignments. Vertical teaming allows teachers of adjacent grade levels to discuss what each can do to better prepare students for the next grade's expectations. During these meetings, teachers examine assessment data from other grade levels so they can formulate a plan to address student needs. Faculty meetings also provide an opportunity to share assessment results so all grade levels are stakeholders in the building of academic skills.

Data analysis plays a pivotal role in guiding instruction by providing information about pacing and delivery of instruction. Using assessment data, strengths and weaknesses are identified among grade levels, classes, and individual students, allowing teachers to make adjustments to instructional timelines. Data provides evidence of which concepts require more in-depth instruction and which have been mastered and can be enriched. Further use of data allows teachers to collaborate on successful strategies and best practices to maximize optimal learning.

DWE uses data to create flexible groups in the classroom that gear instruction toward students' strengths and weaknesses, enabling them to achieve academic success. To group students, teachers collect data from a variety of sources such as pre-assessments, conferences, observations, journal entries, common assessments, district benchmarks, and state assessments. In addition, reading teachers utilize data from Rigby, Fountas and Pinnell, *Imagination Station*, and running records.

During collaboratives held each grading period, classroom teachers, administrators, and academic support teachers meet to discuss students' progress and the effectiveness of intervention. Individual data is gathered from report cards, benchmarks, state assessments, reading levels, and running records. Teachers also meet together to identify students who need extra academic support – those who are not meeting grade-level expectations – and the type of intervention that best suits their needs. Students identified as being at-risk receive daily instruction from academic support teachers during ELT (extended learning time) during the school day. Students who do not receive academic support from intervention teachers during ELT rotate among grade-level classroom teachers who re-teach or extend the curriculum to meet the needs of each group. ELT groups change every grading period as necessary. In addition, before- and after-school tutorials in the core academic areas offer additional support for identified students.

Data conferences are held by content teachers at each grade level. They meet after grade-level assessments to evaluate overall performance as well as answer patterns. By determining which answers students tend to choose and why they make those choices, teachers can fine-tune instruction accordingly. Grade levels also utilize data by creating wall charts that track each student's progress in reading, another practice encouraging staff ownership of all students.

Because each class has its own unique personality, teachers use data collected from ongoing informal formative classroom assessments such as "ticket out," free response, and journal entries to differentiate instruction and target the specific needs of individual students.

Students themselves use data to improve their own learning. By analyzing their personal assessment data, they create a barometer of their progress and become familiar with their strengths and weaknesses. This allows students to set goals and take ownership in the process of improvement. When they succeed, students find an intrinsic motivation to persevere.

Direct communication with students, parents, and community is imperative to DWE's academic success. Daily grades, quizzes, common assessments, and conferences with teachers inform students of their daily performance. During each grading period, students who earn all As on their report cards receive an academic achievement award. Students making improvements are also recognized. Three-week progress reports and six-week report cards notify parents and students of grades in each academic subject. In addition, online grades are accessible to parents throughout each grading period.

Parent-teacher conferences at least once a year inform parents of their child's academic progress. Letters are sent home periodically detailing student performance on a variety of assessments such as benchmarks, state assessments, and *Imagination Station*. Parents are notified when their child is in danger of not meeting grade-level expectations. DWE also utilizes a weekly newsletter, e-News, and the school's website to communicate about academic excellence. A Campus Advisory Team meets periodically to keep the community apprised of assessment results and academic achievements.

### **3. Sharing Lessons Learned:**

*"Winborn Elementary School serves as a model for the use of performance data for individual students. They exemplify a culture of getting to know the strengths and weaknesses of every student and how to customize interventions based on individual student needs. We could always count on the Winborn team to share with others their plan that was so successful as demonstrated by modeling for other educators within their own district, but also with others across the state who wanted to see a plan that produced stellar student performance results." Birdville ISD Superintendent*

DWE is eager to disseminate the strategies that have bolstered its success. When staff members share ideas and best practices that enhance and support student success, they are also given opportunities to learn from other campuses and school districts.

The school was honored to host a visit from another Texas school district's teachers and administrators. They spent time in classrooms observing DWE's implementation of instructional strategies, classroom management, lesson-planning practices, and a seamless intervention model (Extended Learning Time). Afterward, a roundtable discussion gave the visitors an opportunity to debrief and ask questions.

The principal shared practical working strategies for implementing a successful Professional Learning Community (PLC) during a session attended by superintendents, principals, and campus leaders at the Dufour Conference in Houston, Texas.

DWE teachers actively advocate practices that lead to student success. A reading teacher has created and presented district-level workshops on the components of balanced literacy. These workshops – *Guided Reading and Shared Reading Resource*, *Shared Reading Introduction*, *Beyond the Alphabet Arc*, and *Matching Balanced Literacy to KMAC* (Katy Management of Automated Curriculum) – were attended by elementary teachers throughout Katy ISD. Pre-K teachers have presented ideas for inclusive pre-school and pre-kindergarten classroom strategies at a Region IV Education Service Center summer institute. A life skills teacher presented a workshop on effective strategies for a life skills classroom to teachers in Odessa ISD. A videotape of this teacher implementing lessons is available for new teachers to view. In addition, several math teachers have made presentations at district meetings and staff development on the 5-E model, math strategies, and best practices. DWE's music teacher presented Orff-Schulwerk concepts, an alternative approach to teaching music, at a regional workshop.

Through these activities, Winborn staff members have disseminated their strategies for student success among geographically distant and demographically diverse schools.

#### **4. Engaging Families and Communities:**

*“Winborn warmly welcomes volunteers from our community with a variety of opportunities, fitting the needs of the school with the contributions of the volunteers in a way that directly impacts students in a positive way.” Volunteer Parent Coordinator*

A deeply held tenet of DWE is the nurturing of a warm family environment uniting all stakeholders in providing the best for students. The front office staff includes three bilingual employees, and bilingual volunteers ensure that all parents have the opportunity to participate fully. The school establishes positive relationships with introductory phone calls home and *Meet the Teacher Night*. To accommodate busy parent schedules, it hosts two parent orientation sessions, which are posted on YouTube for parents who are unable to attend. By Thanksgiving, teachers have conferred with each student's parents to include them in their child's educational journey. Essential learnings are communicated each grading period to help parents understand academic expectations. In order to reach the widest range of families, DWE sends weekly newsletters and employs technology such as Facebook, e-News, teacher web pages, and Glogs, so everyone is aware of campus information and events.

Parents and community members have many opportunities to make a difference in students' lives. *FLY* (Fathers Leading Youth) allows fathers and grandfathers to volunteer throughout the school for a day and present positive male role models. *Grandperson's Day* strengthens multi-generational bonds between families and school. Families further encourage students' academic progress by attending curriculum nights (at which babysitting is provided to allow greater participation), along with events such as *Reading Restaurant*, *Poetry and Pies*, a book character parade, and a science fair.

While DWE believes that academic success is critical, we believe good citizenship and giving back to the community are equally important. *Read, Deed, and Run* requires students to perform 26 service projects,

to read 26 books, and to run the equivalent of a marathon over the course of the year. To benefit the community, DWE students hold food drives and fine arts events, including an art show, music programs, holiday caroling around the neighborhood, and fifth grade choir appearances at local hospitals.

DWE is fortunate to have the support of local businesses that provide rewards to high-achieving students and offer facilities to host social events for families. These relationships provide a network of support that allows students to achieve.

## 1. Curriculum:

*“Knowing the curriculum forward and backward is imperative in guiding teachers’ instruction to allow for alignment so there are no gaps in students’ learning. Curriculum provides teachers with structure and guidance to enable students to reach the ultimate goal of academic success.” Instructional Coach*

The Texas State Board of Education has defined curriculum – the Texas Essential Knowledge and Skills or TEKS –for core subjects, health education, physical education, fine arts, technology applications, and English as a Second Language (ESL). Building on the state-adopted curriculum, Katy ISD has defined a scope and sequence for each grading period. DWE teachers implement the district-adopted academic curriculum, as well as teach social, emotional, and behavioral expectations.

Before each grading period, grade-level teams utilize the district scope and sequence to develop road maps that organize objectives and common assessments for upcoming units of study. To maximize student learning, objectives are grouped together, allowing teachers to deliver content at a deeper level and students to make stronger connections. As a team, teachers create common assessments to ensure that curriculum, instruction, and assessments are strongly aligned to the TEKS. Teachers and instructional coaches explore various instructional strategies and differentiation techniques that best meet the needs of students.

A balanced literacy approach is used in **reading** and **writing**. In all grade levels, DWE teachers integrate the critical components of read-alouds, shared reading, guided reading, independent reading, reading workshop, and writing workshop to engage every learner at his or her academic level.

**Math** instruction is delivered through problem-solving situations utilizing the Concrete-Representational-Abstract (CRA) model to develop a stronger understanding of math concepts. To build continuity, teachers employ math academic language and a problem-solving model that is common to all grade levels. These practices promote a higher level of cognitive thinking.

Hands-on activities, 5-E model lesson design, vocabulary development, and technology integration are vital components of **science** instructional delivery. Process skills and content are nurtured throughout all grade levels. The **social studies** curriculum focuses on essential questions, historical figures, and vocabulary, a curriculum structure that lends itself to instructional alignment.

Identified **gifted and talented** (GT) students participate in Challenge, a pull-out program. The Challenge curriculum emphasizes elements of depth and complexity, adding a layer to the curriculum that immediately increases rigor and student engagement.

**Visual** and **performing arts** and **physical education**, including **health** and **nutrition**, are taught to all students through a six-day rotation. These teachers not only teach the district curriculum for their areas, but also integrate core academic objectives, thus providing students with a well-rounded learning environment.

Based on the core belief that students must be prepared to become 21st century leaders, **technology** is a major focus. Technology TEKS are embedded into grade-level content areas, not taught independently. Through this integrated approach to technology, students and teachers utilize SMART Boards, document cameras, flip cameras, two computer labs, a mobile computer lab, and online resources such as Web 2.0 tools, *STEMscopes* and *Discovery Education* to maximize student learning in a dynamic fashion. Every fifth grader has a mobile learning device so that each can access technology and the Internet both inside and outside of school.

In addition to the academic curriculum, DWE has strong social, emotional, and behavioral expectations. The Core Essentials curriculum has been adopted to teach social expectations. DWE's counselor frequently delivers guidance lessons and meets with guidance groups to focus on social needs. Teachers greet their homeroom students at the classroom door each day to ensure a positive start for each child. Campus-wide expectations are posted throughout the school to remind students of appropriate social behaviors. Staff members model and practice these behaviors to reinforce social expectations.

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

*"Now that I am a reader, I can go anywhere I want! I just visualize what I'm reading and I'm there!" 1st Grade Student*

Our student-centered mission allows every student the opportunity to become a successful, independent reader. The foundation of DWE's reading instruction is balanced literacy. Pre-kindergarten through fifth grade teachers provide an enriched curriculum consisting of interactive read-alouds, shared reading, guided reading, reading workshop, writing workshop, and word study. Instructional methods include five critical components of reading: fluency, comprehension, phonemic awareness, phonics, and vocabulary. In daily instruction, teachers incorporate whole-group, small-group, and independent work, which support the gradual-release model. This form of instruction enables students to learn through teacher-modeled mini-lessons. Students extend their learning with the teacher during small-group guided reading and individual conferencing, and are then given the opportunity to practice independently. These research-based approaches meet the academic needs of all learners and support students at all levels.

The components of balanced literacy provide a framework for learning reading comprehension skills. Teachers use a variety of current resources, including text connections, questioning, inferring, and summarizing, to assist with teaching comprehension strategies. Throughout the year, students are assessed using running records that measure fluency, accuracy, and comprehension, the results of which are used to help guide reading instruction. This data provides information to create differentiated lessons, flexible reading groups, and academic strategy groups. In addition, other reading assessments are administered periodically, giving teachers diagnostic information about each student's strengths and weaknesses.

DWE has an array of programs and resources to support students who perform below and above grade level. All students benefit from multi-leveled classroom libraries and a school-wide leveled literacy library. Students are able to choose "Just Right Books" according to their interests and reading abilities. Struggling readers can receive direct instruction based on their needs through before- and after- school tutorials, *Imagination Station*, and/or ELT sessions targeting phonics, fluency, and comprehension. During instructional hours, students receive additional academic support from ESL, Special Education, and intervention teachers. ELT allows teachers in first through fifth grades to re-teach or enrich lessons according to each student's needs or strengths. GT students benefit from lessons delivered by an on-campus *Challenge* teacher, as well as GT-certified classroom teachers.

## **3. Mathematics:**

*"My son's abstract thinking ability and use of concepts is evident every day beyond his math class. He currently builds architectural models and takes apart small appliances. He figures out multiple solutions. His DWE math teachers taught him to persevere when faced with unfamiliar problems." Parent*

DWE's math success is based upon building lifelong learners who can persevere through real-life situations. In an effort to have all students reach their fullest potential, DWE teachers are flexible with instruction, understanding one size does not fit all. This goal is accomplished through the district-mandated curriculum, supported by the mastery of conceptual understanding, problem solving, and computational fluency. Formative assessments and data analysis promote flexibility in the instructional timeline, driving daily instruction and shaping road maps for future learning.

The cornerstone of DWE's achievement is high student expectations; math is no exception. Students are provided with a "toolbox" containing a repertoire of strategies that allow them to select which works best when tackling problem-based tasks. Students are constantly engaged in meaningful math talk through verbalization of their reasoning; learning takes place when students feel comfortable making mistakes, attempting new approaches, and interacting with others.

Through vertical and horizontal collaboration, teachers are on the cutting edge of best practices. Instructional methods continuously evolve to accommodate research-based practices such as the CRA (Concrete-Representational-Abstract) model, 5-E (Engage, Explore, Explain, Elaborate, Evaluate) lesson plan design, and Singapore model drawing. DWE provides students the opportunity to become digital learners by integrating engaging and interactive technology such as SMART Boards and *Kidspiration* (virtual manipulatives).

Differentiation is the solution to DWE's "one size does not fit all" viewpoint, allowing staff to target below- and above-grade-level learners. Differentiation hinges on the math workshop framework, a philosophy utilizing developmental grouping. This process begins with pre-assessment, the results of which determine mini-lessons, stations, and teacher-led small groups. The needs of the individual child drive the content of lessons taught to small groups. Students rotate through stations that focus on the development, practice, and reinforcement of higher-level problem solving, conceptual understanding, and computational fluency.

With strong support from classroom teachers, intervention staff, and administrators, students reach their fullest potential. Special education and ESL teachers are integrated into the general education classroom, creating a seamless learning environment for struggling students. In addition, students have the opportunity to experience different teaching styles by rotating through all of their grade-level teachers during Extended Learning Time.

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

*"I have learned more about art at DWE than I did at my other schools. When my picture was chosen to be entered in the Houston Livestock Show and Rodeo contest, I felt proud and I really liked it. Art makes me feel better; when I was little, I used to draw all the time and now I am really good at it." 5th Grade Student*

At Winborn, the Visual and Performing Arts (VPA) curriculum enjoys an environment where the program is strongly supported by administration, teachers, and community. DWE students thrive in multiple content areas because of the way in which VPA teachers promote core-content learning while integrating VPA-specific objectives into lessons. As a result, a child's VPA experience at DWE makes learning complete, well-rounded, and absolute.

DWE's two music teachers and one art teacher encourage students through their entire time on campus. The standards of the VPA teachers are to never give up on a child's fine arts development, to accept a child's creativity without reservation, and to cultivate talent based on individual skill level. Teachers emphasize *quality* over *quantity* of product, and seek opportunities for students to participate in juried competitions, district- and campus-hosted art shows, and music performances throughout the year. The music teachers have mirror-image lesson plans, maximizing students' time.

By working together and discussing best practices to reach students who struggle in any area at school, VPA teachers develop a positive environment in which children can bloom. VPA teachers constantly discuss student progress and how the VPA curriculum can be most useful.

VPA is connected to and embedded in core areas as a resource that not only reinforces teaching, but also provides hands-on, student-engaged learning. Music teachers incorporate essential skills and knowledge into lessons in a variety of ways: tying in major historical events from social studies with folk songs from

the time period; teaching the science of vibration and pitch with a “lab” of instruments; reinforcing spatial reasoning by reading melodies on a music staff; and bolstering reading fluency by performing poetry and songs in class. In art, students are exposed to lessons that include historical events, biographies, percentages, physical and chemical properties, proportion, pattern, observation, application, creation, and problem-solving strategies.

In addition, extracurricular music groups, including a choir and hand chime choir, are offered based on student interest. DWE’s choir consistently places students in the District Honor Choir.

## **5. Instructional Methods:**

*“All children learn differently. Our job is to figure out the learning styles of the students and meet them at their instructional levels. If even one student is not successful, then we have failed.” Teacher*

Capitalizing on excellent instructional delivery sets the foundation for curriculum comprehension and deep understanding, thus minimizing achievement gaps. DWE teachers are dedicated to using best practices to meet students on their initial ability levels and grow them to their fullest potential.

Teachers and instructional coaches collaborate to apply data, gathered both informally and formally, to guide instruction. Through differentiating instructional strategies and utilizing a variety of activities, teachers can not only engage students through varied learning styles, but also adjust and compact curriculum and accelerate learning. To accomplish this, DWE uses a campus-wide balanced literacy approach where teachers form need-based guided reading and strategy groups of no more than six students. Similarly, teachers work with math small groups to reach all students through tiered activities. Technology integration in the classroom offers another avenue of differentiated instruction. SMART Boards allow children to expand their learning, while Web 2.0 tools, such as *Edmodo* and *Glogster*, promote learning through individual choice, creating student ownership.

DWE is an inclusion campus where special education and ESL students receive instruction in the general education classroom. Special education and ESL teachers work in classrooms in a co-teach environment, providing special-needs students with the same educational opportunities as regular education students. Front Row systems, speakers, and microphones are mounted in every classroom to amplify teacher and student voices, supporting all students including hearing-impaired and those with attention concerns.

Response to Intervention (RTI) identifies struggling students. RTI data aids academic support teachers to form groups of at-risk students who are pulled out of the classroom daily to receive additional reading and math instruction. These groups are frequently adjusted, based on data every grading period.

*Challenge*, a pull-out model, serves identified gifted and talented students. Units of study take students’ levels of thinking deeper by using a product-based approach to learning. Students show their unique learning styles through the use of technology and art. This weekly program nurtures gifted students’ socialization, providing them with opportunities to discuss topics with peers of a similar academic caliber.

## **6. Professional Development:**

*“The professional development opportunities offered to DWE staff always keep me abreast of the latest and most innovative practices in education. At each session, I am able to reflect on my teaching and learning as an educator, as well as to collaborate with other professionals in my field. These opportunities increase my ability to scaffold high levels of thinking in my classroom and expand the depth at which the curriculum is covered. Stale and ineffective practices do not reflect the culture of our school; my students experience the very best in education because DWE affords opportunities for growth and the implementation of best practices through professional development.” Teacher*

The needs of DWE students are ever-changing, and, as a result, the staff must constantly sharpen its instructional tools with professional development aligned with state academic standards. To further this goal, Katy ISD has implemented a new, instructional coach professional-development model at the campus level, making just-in-time learning the focus for DWE. This deep alignment of professional development to state standards incorporates a focus on data analysis for each student, differentiated instructional delivery, and digital learning that integrates technology and 21st Century skills.

Instructional coaches partner with teachers and administrators to facilitate a professional learning community that fosters productive conversations regarding instructional strategies, modeling lessons, analyzing student work, common assessments, collaboration, action research, and technology integration, and provides feedback, accountability and support. Winborn's leadership team stays current in respect to instructional practices and technologies that support classroom instruction, resulting in dissemination of the latest developments and research-based strategies throughout the campus.

Four days a week, a professional development rotation (PDR) time is built into the master schedule. This structure allows for a common time that promotes data discussions and professional growth. Instructional coaches deliver professional development training during PDR, as well as whole-campus training during faculty meetings and on professional development days set aside on the school calendar.

In addition, outside experts on various technologies provide professional development for teachers before, during, and after school. *GLAD training*, which focuses on English Language Learner instructional strategies and classroom management techniques, occurs on campus monthly during teacher planning times. These campus sessions create a readily available opportunity for all teachers. In addition to campus-based trainings, teachers participate in seminars that are aligned with the campus vision such as *Lucy Calkins*, *Singapore Math*, *Creating Independence through Student-owned Strategies (CRISS)*, *Teaching Poetry*, and others.

## **7. School Leadership:**

*“Winborn Elementary is blessed with a principal who displays strong, innovative, and nurturing leadership, and is dedicated to doing whatever it takes to lead students and staff to maximum success. She consistently monitors instruction by visiting classrooms, facilitates collaborative data review, hires and retains quality faculty and staff, communicates authentically with parents, and maintains a safe school environment. She is a role model and master educator who is dedicated to meeting the needs of each student and teacher. Innovation with technology and professional learning community strategies exemplifies this confident risk-taker.” Katy ISD Area Assistant Superintendent*

The leadership philosophy of Winborn Elementary is to create a professional learning community where all children reach their maximum learning potential in a safe and supportive environment.

DWE's success is knitted together by the leadership of the principal, who has served in various administrative roles. As a result of this continuity, frequent walkthroughs, meaningful conversations, and data analysis, she knows the staff well, individually and collectively, allowing her to cultivate a distributed leadership model.

The principal's administrative team is comprised of an assistant principal, counselor, instructional liaison, and two instructional coaches. The assistant principal supports the principal, oversees various academic programs, and handles discipline. The counselor organizes testing and provides student support. The instructional liaison monitors academic and behavioral data and creates intervention plans with teachers. Instructional coaches focus on staff development, data analysis, and curriculum.

This administrative team works with vertical and grade-level teams to create a cohesive vision for meeting campus goals. Vertical teams align curriculum and teaching strategies, sharing this information with grade-level teams to promote continuity as students advance. Teachers attend weekly grade-level

PDR meetings to analyze data, share best practices, and collaborate to determine students' current needs. During team planning, teachers utilize PDR information to design lessons that address students' needs and campus goals.

Winborn's leadership inspires students to take ownership of their learning, while being supported by a cohesive, child-centered culture. It is a school where staff members are lead to consistently and without qualification:

- discover and celebrate the potential of each child.
- share ownership in student success.
- differentiate instruction based on best practices.
- apply data to address individual needs.
- provide seamless intervention and enrichment.
- create high expectations, while giving students the environment and the tools to succeed.

These attributes make Winborn Elementary the strongest possible candidate for National Blue Ribbon designation.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: TAKS

Edition/Publication Year: Current Testing Year: 2011,2010,2009,2008,2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Met Standard plus %Commended	100	98	98	99	97
%Commended	54	55	60	57	58
Number of students tested	111	120	151	146	115
Percent of total students tested	93	95	96	95	93
Number of students alternatively assessed	7	6	7	7	8
Percent of students alternatively assessed	6	5	4	5	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met Standard plus %Commended	100	100	94	97	97
%Commended	52	48	44	64	50
Number of students tested	46	48	48	36	34
<b>2. African American Students</b>					
%Met Standard plus %Commended	100		95	100	
%Commended	50		40	33	
Number of students tested	14	7	20	15	9
<b>3. Hispanic or Latino Students</b>					
%Met Standard plus %Commended	100	98	98	97	95
%Commended	52	50	57	62	51
Number of students tested	44	46	42	39	37
<b>4. Special Education Students</b>					
%Met Standard plus %Commended	100	92	82	90	92
%Commended	30	42	36	30	42
Number of students tested	10	12	11	10	12
<b>5. English Language Learner Students</b>					
%Met Standard plus %Commended		100		100	
%Commended		15		64	
Number of students tested	8	13	9	11	8
<b>6. White Students</b>					
%Met Standard plus %Commended	100	98	99	99	100
%Commended	57	61	65	56	66
Number of students tested	46	62	79	87	65
<b>NOTES:</b>					

12TX3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: TAKS

Edition/Publication Year: Current Testing Year: 2011,2010,2009,2008,2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Met Standard plus %Commended	99	99	97	99	100
%Commended	72	75	59	52	56
Number of students tested	111	118	148	143	114
Percent of total students tested	93	94	95	92	92
Number of students alternatively assessed	7	8	6	11	9
Percent of students alternatively assessed	6	6	4	7	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met Standard plus %Commended	100	100	91	97	100
%Commended	70	74	48	50	47
Number of students tested	46	47	46	36	34
<b>2. African American Students</b>					
%Met Standard plus %Commended	100		94	100	100
%Commended	79		28	40	22
Number of students tested	14	7	18	15	9
<b>3. Hispanic or Latino Students</b>					
%Met Standard plus %Commended	98	98	95	100	100
%Commended	70	69	66	44	43
Number of students tested	44	45	41	39	37
<b>4. Special Education Students</b>					
%Met Standard plus %Commended	100	90			100
%Commended	60	30			55
Number of students tested	10	10	9	6	11
<b>5. English Language Learner Students</b>					
%Met Standard plus %Commended		100	80	100	
%Commended		38	30	20	
Number of students tested	8	13	10	10	8
<b>6. White Students</b>					
%Met Standard plus %Commended	100	100	97	99	100
%Commended	67	79	63	58	67
Number of students tested	46	61	79	84	64
<b>NOTES:</b>					
Number of students alternatively assessed is greater than 10 in 2007-08 due to the number of life-skills students who needed this form of testing.					

12TX3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: TAKS

Edition/Publication Year: Current Testing Year: 2011, 2010, 2009, 2008, 2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Met Standard plus %Commended	98	98	98	94	98
%Commended	58	49	54	52	58
Number of students tested	115	150	131	114	130
Percent of total students tested	91	94	96	98	92
Number of students alternatively assessed	12	10	6	2	11
Percent of students alternatively assessed	9	6	4	2	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met Standard plus %Commended	96	97	91	82	94
%Commended	48	44	46	32	58
Number of students tested	50	59	35	34	36
<b>2. African American Students</b>					
%Met Standard plus %Commended	91	100	94		92
%Commended	18	67	56		54
Number of students tested	11	21	18	9	13
<b>3. Hispanic or Latino Students</b>					
%Met Standard plus %Commended	98	96	94	97	97
%Commended	60	34	45	46	49
Number of students tested	42	47	33	39	37
<b>4. Special Education Students</b>					
%Met Standard plus %Commended		83		71	83
%Commended		8		14	50
Number of students tested	8	12	7	14	12
<b>5. English Language Learner Students</b>					
%Met Standard plus %Commended					90
%Commended					30
Number of students tested	6	8	7	8	10
<b>6. White Students</b>					
%Met Standard plus %Commended	100	99	100	90	99
%Commended	64	49	55	59	62
Number of students tested	58	71	75	61	77
<b>NOTES:</b>					
Number of students alternatively assessed is greater than 10 in 2007, 2010, and 2011 testing year due to the number of life-skills students who needed this form of testing.					

12TX3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: TAKS

Edition/Publication Year: Current Testing Year: 2011,2010,2009,2008,2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Met Standard plus %Commended	97	95	94	93	95
%Commended	45	34	43	43	38
Number of students tested	115	149	129	114	130
Percent of total students tested	91	93	94	98	92
Number of students alternatively assessed	12	10	6	2	10
Percent of students alternatively assessed	9	6	4	2	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met Standard plus %Commended	96	95	91	91	91
%Commended	42	24	29	24	29
Number of students tested	50	58	35	34	35
<b>2. African American Students</b>					
%Met Standard plus %Commended	91	100	94		100
%Commended	45	30	50		54
Number of students tested	11	20	18	9	13
<b>3. Hispanic or Latino Students</b>					
%Met Standard plus %Commended	95	96	97	97	89
%Commended	36	40	33	38	28
Number of students tested	42	47	33	39	36
<b>4. Special Education Students</b>					
%Met Standard plus %Commended		58		64	77
%Commended		0		7	15
Number of students tested	8	12	6	14	13
<b>5. English Language Learner Students</b>					
%Met Standard plus %Commended					
%Commended					
Number of students tested	6	8	7	8	9
<b>6. White Students</b>					
%Met Standard plus %Commended	100	93	92	90	96
%Commended	55	34	42	46	38
Number of students tested	58	71	73	61	78
<b>NOTES:</b>					
Number of students alternatively assessed is greater than 10 in 2007, 2010, and 2011 testing year due to the number of life-skills students who needed this form of testing.					

12TX3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: TAKS

Edition/Publication Year: Current Testing Year:2011,2010,2009,2008,2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Met Standard plus %Commended	99	98	97	99	99
%Commended	59	69	75	70	74
Number of students tested	138	125	117	131	142
Percent of total students tested	89	98	95	94	93
Number of students alternatively assessed	16	3	6	9	10
Percent of students alternatively assessed	10	2	5	6	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met Standard plus %Commended	98	97	97	100	97
%Commended	44	58	63	68	66
Number of students tested	61	36	32	37	35
<b>2. African American Students</b>					
%Met Standard plus %Commended	100	100	100	100	94
%Commended	35	36	50	70	53
Number of students tested	17	14	10	10	17
<b>3. Hispanic or Latino Students</b>					
%Met Standard plus %Commended	98	100	93	98	100
%Commended	59	70	73	60	70
Number of students tested	46	40	45	40	37
<b>4. Special Education Students</b>					
%Met Standard plus %Commended		100		100	
%Commended		60		45	
Number of students tested	7	10	7	11	6
<b>5. English Language Learner Students</b>					
%Met Standard plus %Commended	100	100	100	75	100
%Commended	0	100	100	25	100
Number of students tested	1	1	1	4	2
<b>6. White Students</b>					
%Met Standard plus %Commended	100	97	100	100	100
%Commended	67	73	81	74	80
Number of students tested	64	67	57	78	83
<b>NOTES:</b>					
Number of students alternatively assessed is greater than 10 in 2007 and 2011 testing year due to the number of life-skills students who needed this form of testing.					

12TX3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: TAKS

Edition/Publication Year: Current Testing Year: 2011, 2010, 2009, 2008, 2007 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
%Met Standard plus %Commended	98	98	97	98	100
%Commended	47	50	50	47	41
Number of students tested	140	123	118	124	140
Percent of total students tested	90	96	97	89	92
Number of students alternatively assessed	14	5	4	14	11
Percent of students alternatively assessed	9	4	3	10	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met Standard plus %Commended	97	97	97	94	100
%Commended	39	43	32	36	25
Number of students tested	62	35	34	36	32
<b>2. African American Students</b>					
%Met Standard plus %Commended	100	100	90	100	100
%Commended	47	54	30	50	25
Number of students tested	17	13	10	10	16
<b>3. Hispanic or Latino Students</b>					
%Met Standard plus %Commended	98	95	100	92	100
%Commended	57	35	53	29	36
Number of students tested	46	40	45	38	36
<b>4. Special Education Students</b>					
%Met Standard plus %Commended					
%Commended					
Number of students tested	9	8	9	6	5
<b>5. English Language Learner Students</b>					
%Met Standard plus %Commended					
%Commended					
Number of students tested	1	1	1	2	2
<b>6. White Students</b>					
%Met Standard plus %Commended	97	100	97	100	100
%Commended	42	58	52	55	47
Number of students tested	66	66	58	73	83
<b>NOTES:</b>					
Number of students alternatively assessed is greater than 10 in 2007, 2008, and 2011 testing year due to the number of life-skills students who needed this form of testing.					

12TX3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
%Met Standard plus %Commended	98	98	97	97	98
%Commended	57	57	62	59	63
Number of students tested	364	395	399	391	387
Percent of total students tested	91	95	95	95	92
Number of students alternatively assessed	35	19	19	18	29
Percent of students alternatively assessed	8	4	4	4	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Met Standard plus %Commended	97	98	93	93	95
%Commended	47	48	49	55	58
Number of students tested	157	143	115	107	105
<b>2. African American Students</b>					
%Met Standard plus %Commended	97	100	95	100	89
%Commended	35	50	48	40	48
Number of students tested	42	42	48	34	39
<b>3. Hispanic or Latino Students</b>					
%Met Standard plus %Commended	98	97	95	97	97
%Commended	56	50	59	56	56
Number of students tested	132	133	120	118	111
<b>4. Special Education Students</b>					
%Met Standard plus %Commended	100	91	92	85	90
%Commended	40	35	23	28	43
Number of students tested	25	34	25	35	30
<b>5. English Language Learner Students</b>					
%Met Standard plus %Commended	100	95	100	95	95
%Commended	39	27	41	52	30
Number of students tested	15	22	17	23	20
<b>6.</b>					
%Met Standard plus %Commended	100	98	99	96	99
%Commended	63	60	65	63	69
Number of students tested	168	200	211	226	225
<b>NOTES:</b>					

12TX3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
% Met Standard plus % Commended	97	97	96	96	98
% Commended	53	51	51	47	44
Number of students tested	366	390	395	381	384
Percent of total students tested	91	94	95	93	92
Number of students alternatively assessed	33	23	16	27	30
Percent of students alternatively assessed	8	5	3	6	7
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Met Standard plus % Commended	97	97	92	94	96
% Commended	48	45	37	36	33
Number of students tested	158	140	115	106	101
<b>2. African American Students</b>					
% Met Standard plus % Commended	97	100	93	97	100
% Commended	57	47	37	38	34
Number of students tested	42	40	46	34	38
<b>3. Hispanic or Latino Students</b>					
% Met Standard plus % Commended	97	96	97	96	96
% Commended	54	48	51	37	35
Number of students tested	132	132	119	116	109
<b>4. Special Education Students</b>					
% Met Standard plus % Commended	96	79	83	76	89
% Commended	44	20	24	26	34
Number of students tested	27	30	24	26	29
<b>5. English Language Learner Students</b>					
% Met Standard plus % Commended	86	100	88	95	84
% Commended	33	36	27	20	21
Number of students tested	15	22	18	20	19
<b>6.</b>					
% Met Standard plus % Commended	98	97	95	96	98
% Commended	53	55	52	53	49
Number of students tested	170	198	210	218	225
<b>NOTES:</b>					

12TX3