

U.S. Department of Education
2014 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. Khristopher Marshall

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

Official School Name Avalon School

(As it should appear in the official records)

School Mailing Address 104 FM Road 55 P.O. Box 455

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

City Avalon State TX Zip Code+4 (9 digits total) 76623-0455

County Ellis County State School Code Number* 070901001

Telephone 972-627-3251 Fax 972-627-3220

Web site/URL http://www.avalonisd.net E-mail ddelbosque@avalonisd.net

Facebook

Page https://www.facebook.com/pages/Avalon-Independent-School-

Twitter Handle District/128192410557168 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Dr. David Del Bosque E-mail: ddelbosque@avalonisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Avalon Independent School District Tel. 972-627-3251

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. Harrison Romero
(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, Office for Civil Rights (OCR) requirements is 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 7 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	15	19	34
K	13	14	27
1	12	18	30
2	15	15	30
3	7	15	22
4	10	10	20
5	16	10	26
6	13	11	24
7	8	14	22
8	15	9	24
9	11	7	18
10	12	7	19
11	7	12	19
12	8	14	22
Total Students	162	175	337

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 36 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 0 % 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 2012 - 2013 year: 18%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1	337
(5) Total transferred students in row (3) divided by total students in row (4)	0.181
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 4 %
12 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 62 %
 Total number students who qualify: 205

If this method is not 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.

9. Students receiving special education services: 12 %
39 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.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 6 Other Health Impaired |
| 0 Deaf-Blindness | 23 Specific Learning Disability |
| 2 Emotional Disturbance | 6 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 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	4
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	97%	96%	95%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	17
Enrolled in a 4-year college or university	6%
Enrolled in a community college	47%
Enrolled in career/technical training program	0%
Found employment	41%
Joined the military or other public service	0%
Other	6%

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.

PART III – SUMMARY

The mission statement: Avalon Independent School District believes all children can learn. This school district shall ensure that all students will be given the opportunity to discover and achieve their potential scholastically, emotionally, and physically. The Avalon Independent School District will provide a quality learning environment that includes the best in faculty and staff, as well as an environment that is clean and safe, caring and thoughtful, motivating and challenging. The faculty and staff, with the community, will work together to provide students the opportunity to reach their potential and become positive members of society.

Avalon School is a rural school in the unincorporated town of Avalon, Texas and is located in southern Ellis County, Texas. It serves grades PK – 12. Avalon ISD has been listed by the Texas Education Agency as a "Recognized" school district for six consecutive years: 2006, 2007, 2008, 2009, 2010 and 2011 and 2012 (Texas did not rate districts/schools in 2013). Additionally, it has been listed in U.S. News and World Report's Best High Schools as a "Bronze Medal Winner" in the years 2008, 2010, 2012 and 2013. This year, the school was honored by the Texas Comptroller's office with a 5-Star rating on Texas's Financial Allocation Study of Texas. The district was recognized for having achieved high academic standing with relative low spending. Despite obstacles of low wealth in the community and its student body, the school has achieved high academic performance on a consistent basis over the past decade.

The student body is comprised of a population that is 62% economically challenged and qualify for the Free or Reduced Federal Lunch Program. The district is among the lowest in the state with respect to wealth per student based on property values. The school is comprised of 39 square miles of primarily rich farmland producing cotton, sunflowers, corn, maize, wheat, hay and cattle.

Avalon ISD is unique in many ways, including its long history of educating students in Texas. Its roots can be traced back to 1895 when it was called County School #65. It became a fully accredited public school after the construction of a modern building and cafeteria. Those structures, products of the Works Progress Administration in 1939, are still in use today and provide an historical and educational foundation for our children. We continue to annually refinish the original wood floors of this elementary level building to maintain their beauty as when it first opened. Something so simple provides a sense of "home" to all who enter each day and stands as a symbol to our alumni that tradition is indeed preserved and passed on to our current student body. The school works to maintain its heritage and has a long history of consistency, evident in the fact that since 1939, only seven superintendents have led the district, having only three superintendents in the last forty-five years. This level of consistency has helped provide stability in the delivery of instructional programs, low turnover of staff, development of a true relationship with the community and a level of trust among students, employees, parents and taxpayers. Many of our teachers and staff have taught and worked with our students from 10-40 years at our district, many teaching children and grandchildren of previous students. There is a true pride and dedication to the school, its level of achievement and its benevolent belief in, and devotion to, the students who enter its doors each day.

Our journey to this time in our school's history has included one of honest self-discovery. Twelve years ago, our district received a rating of Low Performing by the Texas Education Agency. The rating was the result of one subject area, yet this setback brought to our attention the need for a district-wide evaluation of our overall educational program. What we found was an academic system that was disjointed and we saw that we needed to collaborate from PK-12 and to link disciplines and grade levels together in order to provide the most beneficial impact to learning for our students. We developed a connection and a relevance to what the children saw happening in the classroom and understood that they had to believe that it was important. Conjoined with that idea was the belief of our students in their own abilities. Our children deserved a rigorous program of learning and deserved the opportunity to see all of the things they could do and dream. We sought out new educational programs, professional development and embraced the motto of, "Together We Make A Difference." We stepped beyond the rhetoric of educational philosophy and worked toward the actual application of those beliefs. We didn't just say "You can do it!" anymore. We took them to the place where we could tell them "You can do it! This is how you get there!"

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Our campus improvement plan states that, as a school and district, we strive to have no less than 90% of our students be successful on all state exams (STAAR) at Level II: Satisfactory Academic Performance and Level III: Advanced Academic Performance. This is targeted at the first round of exams given in the Spring of each school year. It is set at a much higher overall achievement goal for our school than state performance standards as we continue to phase in a new testing system in Texas the past two years. Setting our school standards at a higher rate has always given our students and staff a greater sense of expectation and challenge. Setting the initial standard for ourselves at a higher level has developed a sense of ownership and belief among our school community that we can and we will rise to a higher standard. This was our standard set of expectations for our school during the years of the Texas Assessment of Knowledge and Skills (TAKS). Our high achievement levels at the Met Standard performance level earned our school the “Recognized” state rating for the last seven years, along with many Gold Performance honors in Math and ELA.

This is not just a sense of hope. This is a set of expectations for our students. We also send a message to our students and parents that we believe in their abilities and we will do whatever we can to help all of them achieve this goal.

Upon opportunities to retest at certain grade levels, we fully expect 100% of our students to successfully complete their core of exams for graduation and at each grade level. Through remediation and reteaching, we serve our students to prepare according to individual plans based on their previous performance on the exam.

b) Reviewing data through the history of our TAKS testing system since 2003 for grades 3 through 11, Avalon School showed tremendous gains in all tests taken in all areas: all students – 58%; Hispanic – 64%; White – 52% and Economically Disadvantaged – 60%. Students earned the district the “Recognized” state ranking for the past seven years due to their overall performance at the 80th percentile or above, most in the 90th percentile.

The latest data shows that out of 53 subgroups in math and reading in grades three to eleven, only two areas (4th grade math and 5th grade economically disadvantaged math) were 10 points below the overall group. Those two areas had a deficiency of 12 and 15 respectively. The district takes that data and specifically tailors a plan for those students to ensure that weaknesses are addressed in order to close the achievement gap of that group. Teachers will look for concepts and specific objectives that the student has yet to master.

Whether addressing gaps or explaining the gains made over the last seven years, it is the variety of interventions and our evolving plan to address individual student needs as we assess during the year through our curriculum that contributes greatly to our academic goals. We feel we cannot address student needs or students gaps without first addressing the individual plan for each child. We went to our data and evaluated the class as a whole. Software and online programs allow us to take tests, benchmarks and state exams results and look at results for the whole class and for each individual student. The teacher can identify which objectives and student expectations were successful and which were weak areas. They can be identified as a class problem area that must be addressed or retaught. Looking at individual student reports, the teacher can identify a plan of action more quickly.

Tutorials before and after school offer teachers the opportunity to provide for individualized instruction with students. In conjunction with tutorials is our after school program. In its 10th year, our after school program serves 100 students each day, and offers assistance with homework and delivers a curriculum session in differentiated styles. Students receive snack and physical activities as well. It is an extension of the school day; however, there is an emphasis on the different delivery of instruction. We are enriching the day instead of just extending the day for students.

At the 8th grade and 10th grade levels, a separate math lab was added to the master schedule. Here too, teachers are able to use the data from class tests and benchmarks as assessment tools. They creatively enrich the subject while focusing on areas of weaknesses or reinforcing areas of strength.

The introduction of technology into all areas of the curriculum has also provided different avenues of remediation and enrichment. Online adaptive programs provide reinforcement in all subject areas and exam areas. Students are pre-assessed and as they move through the modules, area assessed for mastery. If students do not master, the program will go back a grade level in that objective strand until the student masters the material at that level. Then it will progress the student back to grade level.

All of these activities we have incorporated have all blended into our philosophy that you simply cannot just repeat what has been done in the classroom. In short, what this does is to enrich the instructional program while addressing deficiencies and not just simply extend the day or what has already been done in class.

2. Using Assessment Results:

Assessment of students is carried out with a variety of instruments. In grades PK-2, our teachers utilize the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) to assess students three times per year – beginning, midyear and end of year. Measuring their student's proficiencies at four different levels, teachers have indicators of the current reading levels of their students at each time of the year. From this, they can plan interventions and classroom plans to best fit the needs of their children. Parents are informed through printed reports of their child's reading status and any plan of action for the year to increase the student's reading level.

Students in grades 2-11 are entered into the Study Island school site and are pre-assessed at grade level in four core subject areas. During lab time, class centers and differentiation, and the after school program, students progress through each subject area objective toward mastery. If mastery is not achieved in a certain objective, the program will drop them down a level in order to attain additional skills to progress to the upper grade level. It provides its own form of remediation in order to gain mastery on the next skill at the student's grade level. Teachers and principals can send student reports to parents anytime during year.

Grades K-2 have adopted the Superkids curriculum with reading, writing and spelling alignment. Within that curriculum are built-in assessments that allow the teacher to identify problem areas of her students. These assessments happen weekly and at the end of each unit. It has been our most successful early grade level curriculum.

Toward the end of each year, we administer the Iowa Tests of Basic Skills to all of our students in grades K-8. These tests allow a comparison of our students to a national norm in the areas of reading and mathematics. These results are shared with teachers to provide an additional perspective on their student's achievement levels. We also use them as a baseline reading level indicator for use in our library system. Students are encouraged to check-out books based on their reading level or above. Copies of the reports are sent home.

Once a year, our students in grade 3-11 are assessed through benchmark exams which are released versions of the past state exam. Those answer sheets are scored and analyzed through the Eduphoria program and teachers are able to access their student's results within the day. Teachers can then see results for the class and each individual student. Plans can be made for objectives that were weak for the entire class or for individual students.

Using benchmark results, grading period assignments and additional indicators, the school has four built-in strategic Flex Days where students are assigned for additional group remediation.

Results of these various assessments are also part of parent-teacher conferences, ARD committee meetings, LPAC and Section 504 meetings and Response to Intervention progress meetings.

The community is informed through newsletters, the school website and Facebook page and newspapers in nearby cities.

3. Sharing Lessons Learned:

Our elementary science instructor was a part of a Region X Cadre that worked in collaboration with numerous schools in the area to help improve scores by modeling effective teaching styles. She worked with teachers and school administrators to interpret and analyze test scores and how the information is beneficial to improving overall student performance. The group examined their campus and district reports as well as individual student reports. She pointed how to identify areas of concern such as subgroups. The group was shown how to break down the data in order to plan for classroom instruction, lesson plans and interventions. She also demonstrated how hands-on teaching methods and small group instruction are a beneficial tool in differentiating instruction to reach reluctant learners and also spoke about how to create an atmosphere in the classroom that is conducive to learning. Avalon ISD worked in conjunction with other districts in the area by allowing their teams of teachers to visit our campus and observe our classroom instruction in math, reading and science to see what has made us successful. After the observations, the group and our teachers would do a follow-up meeting to discuss methodology, delivery and outcomes.

Other teachers took part in summer workshops of professional development by planning and presenting best practices in critical thinking skills and differentiation in the classroom. The topics included science with integrated reading strategies and critical skill building.

Each month, our superintendent attends a county meeting of other district superintendents. Our superintendent has presented information on the specialty of interpreting at ARD meetings of Spanish-speaking students and parents, and the importance of the accuracy in identification of second-language learners. Another area of which he has presented information is the allocation of resources and budgeting in order to maximize available funds in order to provide programs for students that tie in to the curriculum and intervention needs seamlessly such as summer school programs, after school program, federal free summer lunch program and summer recreation program. All of these programs work together to provide a more rounded educational experience for students during the year and into the summer months.

4. Engaging Families and Community:

Our best strategy when working with our families is to get them involved in our school and with what is going on with their child in the classroom. Our teachers are in contact with the parents of their students through phone calls and email. Parent conferences are held when a student is struggling in any area or when behavioral concerns arise. We believe that we must have open lines of communication in order to form positive relationships with our parents. As teachers post grades in their gradebooks, parents can access their child's information through our online Parent Portal. Each morning and afternoon, our staff, administrators and teachers are out in the parking lot and hallways greeting students and their parents as they enter or leave our school grounds. We strive to ensure that all feel welcome to our campus and that we want them to be there each day. We work to send a message of availability and openness about our school and staff.

Avalon School has numerous activities and correspondence available for families and the community to participate in the success of our students. We have various traditional events throughout the year that draw hundreds of people to our campus including homecoming, talent show, book fairs, special lunch days and the Super egg hunt. Many family members attend awards assemblies, special class presentations and open house. All of these opportunities afford our children the time to revel in their school family and to highlight their achievements and interests to others.

Our school Facebook page and school website reach out to parents, students, grandparents, alumni, community members and those who are friends of our school family. We update both of them daily to stay in touch and to keep our followers involved with our school and the students. Because we do not have a newspaper in our little town, these two online sources provide us a way to inform everyone of events, announcements, student highlights, testing dates, class projects and news, sporting events and special alerts such as weather closings. We treat these sites as the important communication avenues that they are and use them to inform our followers of what is happening daily at our school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The core curriculum provides and promotes the highest standards possible in all subject areas at all grade levels. It does not follow a template laid out by publishers or educational planning authorities. Success has come when the needs of OUR students are specifically addressed and students are able to reach higher goals. Students are our highest priority and within the realm of their learning experience, the goal is to not solely create educational plans, but fervent life plans for them as well.

Textbooks have been adopted that meet the standards of expectations at Avalon School. However, textbooks are never the sole determinant for classroom experiences. Additional educational resources are a vital component of how teachers deliver instruction each day. Classes are not merely seen as a group, but as the individual students within that room. How do we best meet the needs of each one and address the special needs of all students? The curriculum is all encompassing and inclusive of all learning styles and learning differences.

In science, students learn about the intricacies of the world through investigative learning and inquiry which can then be applied to everything else. It arouses the intellectual curiosity of students.

Reading is the gateway to all learning. It opens the world through books and stirs imagination and creativity of students as they read of places or events they have never seen or never experienced. It takes them to the next level of “what if...?” Novel sets and units expose students to classic literature and work to analyze what they are reading beyond the basic who/what/when/where/why. At the high school level, students can earn six hours of college credit in freshman English.

English Language Arts is a most critical core component as our students learn to communicate through words and to do so intellectually and correctly. Their words are their presentation of themselves to the world on paper. Correct communication is vital to the relationship between people and it can either create barriers or open doors.

The math curriculum goes beyond numbers and symbols. Encompassing language arts skills in all grades for critical reading and skills, the math department works to guide students through complex applications to become college and career ready. Utilizing the A&M curriculum plan at the high school level, students use the acquired skills with graphing calculators and other manipulatives to prepare for advanced years of math. This year, College Algebra became a dual credit course for our students.

Social Studies brings forth an understanding of the present by studying the past and its influences. History provides the opportunity to understand cycles and the cause and effect of events on the world. It instills patriotism and an understanding of our government to become informed citizens. Our students are able to earn college credit in Economics and Government.

Electives enhance the overall curriculum plan for students. Technology and Business electives offer real world experiences and applicable skills that students will be able to draw from whether they enter the workforce or the college arena. Developing the path toward certification in MS Office and dual credit in other classes for the next school year will expand those electives to allow students for college and career readiness. Three years of Spanish as a foreign language exposes students to an important second language within the State of Texas that can be beneficial in the work world. It also helps to develop an awareness of culture and history and a global awareness of customs, variety and diversity. Physical education and health instill the value and importance of a healthy lifestyle to offset complications and illness. It helps to develop an awareness of personal safety and encourages physical activity, teamwork, cooperation, following rules, trusting others, good citizenship and sportsmanship. Students participating in performing arts are provided an outlet for their creative talents. They are also encouraged to explore public awareness and public speaking. It promotes student confidence that carries over into all disciplines and into the classroom as well as teamwork and problem-solving.

Overall, students have the ability to earn at least 15 college credits, with additional plans for dual credit vocational courses such as cosmetology that would also lead to licensure.

2. Reading/English:

2a) Our pre-k and kindergarten program provides vital pre-reading skills that help ensure student success in literacy. Print motivation employs various techniques to get students excited about learning how to read. Print awareness teaches students that print on a page represents words that are spoken. Phonological awareness creates a world of individual, smaller sounds, as well as letter identification and corresponding sounds. Through modeling reading, immersing students in a print rich environment, creating language experiences, learning nursery rhymes, singing songs and playing sound and word games, a new world is opened.

The core of our reading curriculum in grades kindergarten through 2nd grade is intense phonics-based instruction integrated with other language arts. Phonics-based reading instruction is supported by current brain research. We have used our current reading program for over nine years and it is based on strong pedagogical research and proven classroom teaching practices. Motivation is a key factor in children's success in learning to read. Our reading program allows for all students to be successful. An integrated, multimodal approach gives all students repeated opportunities to practice reading skills in the way that best suits their learning style. Struggling students are provided additional assistance through differentiated instruction during small groups. Skills are reinforced with hands-on games and activities and through technology such as the Smart Board and online computer games. Advanced learners are allowed to work more independently to promote higher order thinking. Our reading program contains a rich vocabulary-building activities for all students and is especially helpful for English-language learners. Formal and informal assessments identify and monitor students' strengths and weaknesses and adjust instruction to meet the individual needs of students. The success our students experience builds their confidence as a reader.

Grades 3-5 utilize their choice of adopted state textbooks, but also incorporate other sources for curriculum enhancement. The reading curriculum is enhanced with the Mentoring Minds reading program and Write Source. Students are introduced to novel sets through unit packs that reinforce the state curriculum and also offer varied ways to differentiate within the classroom. Struggling readers are also monitored and specific plans developed for their reading difficulties. Students also utilize the computer lab for enhancement with the lab assistant available daily to monitor, maintain, assess and report of reading progress and problems. All grades are highly involved in the Accelerated Reader program, with strong incentives for progress and reading volume and comprehension.

2b) The English curriculum and instruction at the secondary level at Avalon ISD is three-tiered. Grades 6-8 focus on developing a strong foundation of the basics of language and literature so that the 9th-11th grade classes can move into the higher levels of critical thinking.

The secondary English curriculum creates a balance in vocabulary development, reading comprehension, and writing skills. Vocabulary focuses on the structure of words and meaning in context. Reading texts are varied with as much student choice as possible. Students have required reading that involves a variety of genres and a mixture of traditional and modern classics. The required readings at the junior high level are analyzed in class as a group discussion for in-depth understanding of the elements of the genre so that at the high school level, the students are able to complete independent analysis.

For above level readers, students choose books that are above their level and write a synopsis to check comprehension. Analysis essays determine the depth of understanding of character development, theme, and stylistic elements of the readings. Below level students read books just above their level and develop plot summaries, character analysis, and theme essays to practice explaining what they understand. Various types of excerpts are read as a group and oral questioning is used at various levels of understanding.

Writing is a focus nearly every day. Students write not only the typical essays and short answers, but also pieces that help the students figure out what they think, what they know, and what they do or do not

understand about their learning. Writing is at a critical level of thinking as often as possible with the mantra of “What does this mean and why is it relevant?”

Connected to this type of thinking, students work throughout the year on open-ended interpretive questions in order to develop the skill of recognizing multiple correct answers and how to defend them. Finally, the main difference in the classroom is that it is not a traditional lecture- note taking environment. The teacher is a mentor/guide who works individually with students and groups and reserves whole class instruction for introducing new concepts, clarification of process, or correcting common issues. The establishment of a solid foundation of fundamental skills in junior high allows teachers to raise the bar considerably in high school. This program is successful because teachers work and plan together for continuity.

3. Mathematics:

At Avalon School, students are given a balance of systematic and explicit instructions, self-instruction, peer tutoring, and hands-on activities.

For direct instruction, we have taken away the book at the high school level as the major tool and begin with notes that are clearly outlined with the expectations of the objective(s) for that day. We further the assignment with review questions on the previous day’s lessons to have a repetition for learning.

In self-instruction, the majority of our lessons utilize different manipulatives to model our procedural and strategic procedures. Students need to have a visual of what they are doing with problems, formulas or proportions. Students must have a concrete understanding of math to be able to build that bridge to deeper understanding. We allow the students to have a say within the classroom by setting goals and rules for achievement. This allows the student some self regulation when it comes to achieving goals that they set for themselves.

Students complete a guided practice lesson where they are assisted by the teacher and classmates. Each guided practice lesson is reviewed as a whole group once everyone is finished and has had time to discuss. Students then have homework as a review of the lesson. Once a lesson has been practiced and reviewed, students are assessed. If the skill is not mastered, the lesson is re-taught in a different format, and/or the student(s) attend tutoring.

Peer tutoring enhances both the lower level student and the higher level student. It allows them to teach or be taught by someone on their level. Since explaining a concept to another person helps extend one’s own learning, this practice gives both students the opportunity to better understand the material. Student’s help each other succeed and learn that mistakes will be made as well as how to make adjustments to the mistake.

Many visual representations are used including the smart board, overhead calculator, graphing calculators, charts, number lines, etc... Our belief is that if they can see it, the objective may be clearly defined.

Not being bound by a textbook has allowed us to more freely adjust the curriculum to meet state standards, but to do so in a manner that is more conducive to the way students learn naturally. This curriculum was researched and found to be successful in many schools. Math instructors attended training in the implementation of this method of instruction.

4. Additional Curriculum Area:

a) With every Social Studies class change during the day comes a new subject and new age group. There are a variety of learning skills in each class. There is a wide spectrum of students – from the Gifted and Talented students to those students who need constant assurance and assistance. Regardless of ability, every student is able to achieve.

The current lessons coincide with the use of the computer programs to enhance student or teacher led class discussions. Students use the computer lab for online subscription programs that can be tailored to each

student's ability with exercises, educational groups, and scenarios. As they master each level, the levels get increasingly more difficult, but at the student's own pace. All students of all abilities can succeed.

Interactive use of Smartboard technology has also been beneficial. Higher level students, who wish to do more, can lead discussions using Smartboards or can do projects on their own to supplement current class lessons.

Peer assistance is also utilized in Social Studies. Under teacher supervision, higher level students are able to help other classmates with lesson completion. Sometimes when students are able to discuss with each other, they can convey a topic or idea better on the student's level. All students can arrive at the "same place at the same time".

Student creativity is also encouraged. Student projects in Social Studies can range from 6th Grade doing a project on "My Favorite Country and Why", to 12th Grade Economic project on starting your own business, or Government class on how to run an election campaign to win a seat in Congress. The 7th Grade Texas History students are able to do a "You are There" project of the Texans fleeing Santa Anna after the Alamo battle or a new settler's perspective on first arriving in Texas.

So, whether it is classroom discussions, computer programs, using Smartboard technology or class projects that require attention to detail and use of their imagination, classes at Avalon are a journey to learn that can be fun and exciting. Student success and being able to feel good about themselves, regardless of ability, is most important.

b) The curriculum used in our PK-3 Program is a holistic, child-centered program that nurtures each child by offering developmentally appropriate learning experiences. Materials and ideas are provided that foster the social, emotional, intellectual, aesthetic, and physical development while nurturing the natural curiosity and sense of self.

Many of our students have Spanish as their first language and a variety of materials in their home language helps enhance language acquisition and develops a sense of the value of their language and culture. Flexible activities and learning styles provide individualized instruction to meet the needs of each child.

The curriculum program uses many common threads...things that occur in all of our lives continuing throughout our life. The course of study includes six units:

1. Amazing Me...gives children a chance to discover what makes them special;
2. We Are Family...explores the roles and importance of our families;
3. Here and There...helps children understand the importance of friendships and communities;
4. Make Believe...helps children discover and use their sense of imagination;
5. Creeping Crawlies...explores the world of insects; and,
6. Tail Tales...is all about storytelling and the study of classic folktales and other literature.

Assessments are incorporated into class activities whenever possible and administered over a period of time. Effective assessment is an ongoing process that enhances opportunities for growth, development and learning and engages each learning style. Parents receive an assessment of skills each grading period based on objectives covered that grading period. Assessment is crucial in developing teaching strategies for developmental and educational needs. Most assessing is through teacher observations. This program has proven very successful for our PK-3 classroom.

Our Pre-K 4 program sets our students for success in life. This program gives each individual student the tools to be ready academically, physically and mentally for Kindergarten. It also incorporates, in greater depth, the curriculum used in the Pre-K 3 program. This allows for continuity and familiarity of the classroom structure with our youngest learners.

We provide fun and purposeful activities that engage our students to learn to their highest potential. Our students are actively involved in hands-on learning centers that address a wide variety of learning styles and skill levels. Since students learn in different ways, we strive to offer multiple different learning styles for the individual student needs.

Besides learning their ABC's and 123's, developing language skills is most important in our program. We focus on advanced vocabulary, listening skills and exposure to various contexts to enhance their vocabulary memory. Developing language leads to developing reading, writing and math skills in the next grade levels. The exposure our students receive in these areas are most beneficial to their success in grades K-2.

5. Instructional Methods:

Avalon ISD provides differentiated instruction to meet the needs of the different student subgroups. Instructional methods range from one-on-one student and teacher instruction to student-led instruction to student-independent instruction. Technology plays an important role in our district in delivering instruction as well. These methods allow all students the opportunity to be successful at a high level of learning.

Students acquire essential skills and knowledge while attending Avalon ISD through simplification of core ideas, hands-on manipulation to reinforce learning of complex ideas, consistency of instruction from year to year and the attitude that all students can learn at a high level. Peer tutoring and teaching helps to reinforce subject matter as students work with each other. They are encouraged to become self-sufficient as they plan and execute both class-based and independent practices. Students are exposed to a wide variety of material through technology, videos and written material so that they can be aware of real life events and situations. We have student groups that receive modified or supplemented instruction. This is done by mainstreaming, pull-out, and differentiated instruction. Instruction is differentiated through scaffolding, extra guided practice, questioning, and small group tutoring. Technology is used in the form of online programs and educational sites to supplement the curriculum and adapt to students learning levels.

Our rural location places us at a disadvantage when compared to others. In order to close the gap, we rely on the use of technology to provide our students with another means of learning. Teachers throughout the district use technology in many different ways. Each classroom is equipped with Smartboards as well as the use of computer labs, iPADS, and tablets available for use by teachers and students. Our technology allows us to provide virtual tours to locations our students may never be able to visit, program certifications, and college courses that can all be done here at our campus. There is a computer lab or tablets for use with programs such as Sapling, Study Island, Odyssey, Links to Learning and others. These are programs that can be tailored to each student's ability with exercises, educational groups, and scenarios. As they master each level, the levels get increasingly more difficult, but at the student's own pace allowing all students of all abilities the opportunity to be successful learners.

6. Professional Development:

Our professional development is based on the needs assessment of our faculty and staff. Throughout the year, our administrators discuss with them what they feel would be of benefit to them to take their students to the next level academically. Whether it is additional training or new training in different skills or delivery, we first look to our regional educational service center for guidance and the availability of workshops to attend or opportunities for professional development to be delivered at our campus.

When we purchased Smart Boards for all of our classrooms, training was designed to be realistic and classroom based. We wanted teachers and administrators to be able to walk out of the workshop and implement what they learned into their lesson plans the next day. The teachers were able to touch, manipulate and begin to plan how the Smart Board would be used almost daily in their classroom.

When teachers needed instant access to information on their student's performance on state tests, we invested in the subscription to Eduphoria through our regional educational service center. Intensive training provided faculty with the knowledge of using the various components of the website. More importantly,

teachers were able to see how the data could be used to track student progress, class progress, and the strengths and weaknesses of individual students or the class as a whole. The teacher has the opportunity to isolate a student at a glance and the particular objectives in which the students lacks success. The information can be used to develop and plan tutoring sessions, classroom centers, work groups or specific pull-out groups with specialized teachers. Our teachers are also able to develop short tests or benchmarks according to certain objectives to check for understanding or remedial needs. It creates a personal snapshot of each student as they progress year to year.

We also share resources and training with our neighboring districts. We are part of a county consortium and meet each month to share ideas and successful practices, to look at curriculum trends and to discuss how we can prepare to meet the needs of our students and faculty. Through this consortium, we have networked for training opportunities, site visits and an exchange of ideas. Our faculty and staff have participated in the group's collaborative summer programs on best practices and have also served as presenters at that event.

7. School Leadership

The leadership philosophy works along the lines of "The whole is greater than the sum of its parts." It is an approach that looks at its structure as a whole and, most importantly, the subsets of that whole, namely our teachers, specialists, paraprofessionals and students with a wide range of abilities. We believe that everybody will be successful within the whole, but they must be successful at their individualized level. If we do not consider the intricacies of the separate parts of our school system, the whole can become flawed. If we can attend to the needs of our children, their "whole" becomes greater and their personal best brings forth the success of the educational program of the school.

Our administrative team consists of our district superintendent, an elementary (PK-5) principal, a high school (6-12) principal, a district assistant principal, director of special programs, director of special education and technology director. Following upon our motto of "Together we make a difference", the principals ensure that our total curriculum is cohesive in nature and allows for academic growth through each grade level. The assistant principal assures that the school environment, including student discipline and school aesthetics, provide a safe and enriching atmosphere for learning. The director of special programs and the director of special education target individual student needs in the classroom. The technology director works with principals and teachers to provide an up-to-date campus system that meets the needs of the students and the instruction happening in the classrooms. Together, this team strives to meet the challenges of the total student population and provide teacher preparation that can weave all educational programs for the benefit of the entire student body, yet create an individualized environment for students.

The administrative team meets monthly to discuss academic progress, opportunities and concerns that are necessary in the on-going assessment required for improvement. We are able to adjust the academic rudder to ensure that programs continually and effectively assist our students and faculty. Student progress is monitored through weekly grade reports, our student data system and online parent portal. Parent conferences are based on finding solutions to ensure long-term progress.

The superintendent ensures that the school budget is derived and driven from its program's educational needs rather than the budget driving the school's programs. Needs assessments and evaluations allow us to discuss and prioritize each year to ensure that improvements are made appropriately.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	100	67	75	81	79
% Commended/Advanced	50	5	6	13	0
Number of students tested	14	21	16	16	19
Percent of total students tested	100	100	91	100	100
Number of students tested with alternative assessment	0	1	1	3	3
% of students tested with alternative assessment	0	5	6	19	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	100	77	86	57	71
% Commended/Advanced	44	8	7	0	0
Number of students tested	9	13	14	7	7
2. Students receiving Special Education					
% Met Standard/Satisfactory	0	100	100	33	33
% Commended/Advanced	0	100	0	0	0
Number of students tested	0	1	1	3	3
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	100	57	100	50	83
% Commended/Advanced	80	14	11	0	0
Number of students tested	5	7	9	6	6
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	100	67	43	100	77
% Commended/Advanced	25	0	0	13	0
Number of students tested	8	12	7	8	13
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	84	93	100	100	85
% Commended/Advanced	26	40	15	25	25
Number of students tested	19	15	13	16	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	0	1	1
% of students tested with alternative assessment	5	17	0	6	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	85	92	100	100	60
% Commended/Advanced	23	46	0	14	20
Number of students tested	13	13	6	7	5
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	67	0	100	100
% Commended/Advanced	100	0	0	0	0
Number of students tested	1	3	0	1	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	86	100	100	100	100
% Commended/Advanced	14	50	0	25	25
Number of students tested	7	8	4	4	4
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	80	86	100	100	81
% Commended/Advanced	40	29	25	33	31
Number of students tested	10	7	8	12	16
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	61	73	91	88	69
% Commended/Advanced	11	9	41	20	31
Number of students tested	18	22	21	25	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	5	2	2	0
% of students tested with alternative assessment	11	19	10	8	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	60	73	86	84	71
% Commended/Advanced	0	7	29	21	43
Number of students tested	10	15	14	19	13
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	80	100	100	0
% Commended/Advanced	50	0	0	0	0
Number of students tested	2	5	2	2	0
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	50	78	78	70	50
% Commended/Advanced	0	22	33	20	25
Number of students tested	8	9	9	10	4
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	70	69	100	100	80
% Commended/Advanced	20	0	50	15	40
Number of students tested	10	13	12	13	10
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	77	76	89	76	74
% Commended/Advanced	18	12	19	18	16
Number of students tested	22	17	27	17	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	3	0	2	2
% of students tested with alternative assessment	19	15	0	12	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	67	57	89	64	67
% Commended/Advanced	17	14	22	9	8
Number of students tested	12	7	18	11	12
2. Students receiving Special Education					
% Met Standard/Satisfactory	80	100	0	100	100
% Commended/Advanced	40	33	0	0	0
Number of students tested	5	3	0	2	2
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	71	57	82	67	50
% Commended/Advanced	29	0	27	0	17
Number of students tested	7	7	11	3	6
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	80	90	93	77	85
% Commended/Advanced	13	20	13	23	15
Number of students tested	15	10	15	13	13
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	90	71	94	93	88
% Commended/Advanced	42	5	24	13	41
Number of students tested	20	21	17	15	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	1	0	0	1
% of students tested with alternative assessment	20	5	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	80	69	100	89	86
% Commended/Advanced	22	0	27	0	43
Number of students tested	10	13	11	9	14
2. Students receiving Special Education					
% Met Standard/Satisfactory	80	100	0	0	100
% Commended/Advanced	0	0	0	0	0
Number of students tested	5	1	0	0	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	86	71	100	100	78
% Commended/Advanced	33	0	25	0	44
Number of students tested	7	7	4	4	9
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	92	67	75	91	100
% Commended/Advanced	46	8	25	18	38
Number of students tested	13	12	12	11	8
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	78	100	84	83	80
% Commended/Advanced	11	20	16	28	40
Number of students tested	18	15	19	18	15
Percent of total students tested	95	100	100	100	100
Number of students tested with alternative assessment	1	3	2	1	1
% of students tested with alternative assessment	5	17	11	6	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	83	100	92	85	75
% Commended/Advanced	0	0	0	38	42
Number of students tested	12	10	12	13	12
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	50	100	100
% Commended/Advanced	0	33	0	0	0
Number of students tested	1	3	2	1	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	83	100	83	82	67
% Commended/Advanced	0	0	0	36	67
Number of students tested	6	3	6	11	6
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	73	100	83	86	88
% Commended/Advanced	18	27	25	14	13
Number of students tested	11	11	12	7	8
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	85	89	89	93	96
% Commended/Advanced	10	22	11	20	22
Number of students tested	20	18	18	15	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	2	2	2	1
% of students tested with alternative assessment	13	10	11	12	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	77	80	93	89	92
% Commended/Advanced	0	20	7	22	8
Number of students tested	13	10	15	9	12
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	100	100	100
% Commended/Advanced	0	0	0	50	0
Number of students tested	3	2	2	2	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	60	86	92	86	100
% Commended/Advanced	0	14	15	29	0
Number of students tested	5	7	13	7	8
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	93	91	80	100	92
% Commended/Advanced	14	27	0	0	38
Number of students tested	14	11	5	7	13
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	100	95	100	85	90
% Commended/Above Satisfactory	35	5	38	20	29
Number of students tested	20	19	16	20	21
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	1	1	1
% of students tested with alternative assessment	5	10	6	5	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	100	85	100	87	94
% Commended/Above Satisfactory	9	9	44	13	38
Number of students tested	11	13	9	15	16
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	100	100	100
% Commended/Above Satisfactory	0	0	0	0	0
Number of students tested	1	2	3	1	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	100	92	100	75	91
% Commended/Above Satisfactory	0	8	57	13	36
Number of students tested	7	13	7	8	11
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
6. Asian Students					

% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	100	100	100	90	89
% Commended/Above Satisfactory	58	0	13	30	22
Number of students tested	12	6	8	10	9
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Above Satisfactory					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	89	88	85	69	76
% Commended/Advanced	16	12	15	25	33
Number of students tested	19	17	20	16	21
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	5	1	1	2
% of students tested with alternative assessment	5	23	7	6	10
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	93	75	81	75	73
% Commended/Advanced	21	13	13	33	36
Number of students tested	14	8	16	12	11
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	80	0	100	50
% Commended/Advanced	0	20	0	0	0
Number of students tested	1	5	1	1	2
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	91	83	70	78	60
% Commended/Advanced	27	17	20	33	20
Number of students tested	11	6	10	9	5
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	88	90	100	50	79
% Commended/Advanced	0	0	13	17	29
Number of students tested	8	10	8	6	14
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	100	90	89	94	89
% Commended/Advanced	8	5	5	0	0
Number of students tested	13	21	19	16	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	1	1	2	3
% of students tested with alternative assessment	19	5	5	13	53
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	100	92	86	100	71
% Commended/Advanced	0	8	7	0	0
Number of students tested	9	13	14	7	7
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	100	100	33
% Commended/Advanced	67	0	0	0	0
Number of students tested	3	1	1	2	3
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	100	86	82	100	83
% Commended/Advanced	20	14	9	0	0
Number of students tested	5	7	11	6	6
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	100	92	100	88	92
% Commended/Advanced	0	0	0	0	0
Number of students tested	8	12	8	8	13
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	95	94	100	100	100
% Commended/Advanced	11	13	9	19	37
Number of students tested	19	16	11	16	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	0	1	1
% of students tested with alternative assessment	5	11	0	6	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	92	93	100	100	100
% Commended/Advanced	8	14	0	14	20
Number of students tested	13	14	4	7	5
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	0	100	100
% Commended/Advanced	0	100	0	0	0
Number of students tested	1	2	0	1	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	86	89	100	100	100
% Commended/Advanced	0	11	0	25	25
Number of students tested	7	9	3	4	4
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	100	100	100	100	100
% Commended/Advanced	20	14	14	17	40
Number of students tested	10	7	7	12	15
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	89	91	90	96	93
% Commended/Advanced	100	14	43	36	0
Number of students tested	18	22	21	25	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	5	2	0	0
% of students tested with alternative assessment	11	19	10	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	80	87	92	95	100
% Commended/Advanced	0	13	31	37	0
Number of students tested	10	15	13	19	12
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	80	50	100	0
% Commended/Advanced	50	20	0	50	0
Number of students tested	2	5	2	2	0
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	88	78	75	90	100
% Commended/Advanced	0	11	25	30	0
Number of students tested	8	9	8	10	4
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	90	100	100	100	89
% Commended/Advanced	20	15	50	31	0
Number of students tested	10	13	2	13	9
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	77	71	96	83	68
% Commended/Advanced	27	24	26	33	11
Number of students tested	22	17	27	18	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	3	0	1	2
% of students tested with alternative assessment	19	15	0	6	11
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	75	80	94	92	58
% Commended/Advanced	42	10	28	25	8
Number of students tested	12	10	18	12	12
2. Students receiving Special Education					
% Met Standard/Satisfactory	80	100	100	0	50
% Commended/Advanced	0	0	0	0	0
Number of students tested	5	3	2	1	2
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	71	71	91	100	33
% Commended/Advanced	14	0	27	25	0
Number of students tested	7	7	11	4	6
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	80	70	100	85	85
% Commended/Advanced	33	40	27	38	15
Number of students tested	15	10	15	13	13
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	95	90	94	87	100
% Commended/Advanced	33	5	35	33	21
Number of students tested	19	21	18	15	14
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	6	1	0	0	0
% of students tested with alternative assessment	24	5	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	89	100	100	78	100
% Commended/Advanced	25	0	40	33	21
Number of students tested	9	13	10	9	14
2. Students receiving Special Education					
% Met Standard/Satisfactory	83	100	100	0	0
% Commended/Advanced	17	0	0	0	0
Number of students tested	6	1	1	0	0
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	86	100	100	100	100
% Commended/Advanced	17	0	20	25	14
Number of students tested	7	7	5	4	8
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	100	83	92	82	100
% Commended/Advanced	42	0	42	36	17
Number of students tested	12	12	12	11	6
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	84	93	78	94	100
% Commended/Advanced	21	13	28	28	56
Number of students tested	19	15	18	18	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	2	1	2
% of students tested with alternative assessment	5	17	11	6	13
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	92	91	73	92	100
% Commended/Advanced	15	9	18	23	62
Number of students tested	13	11	11	13	13
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	50	100	100
% Commended/Advanced	100	33	0	0	0
Number of students tested	1	3	2	1	2
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	86	75	50	91	100
% Commended/Advanced	29	0	17	27	67
Number of students tested	7	4	6	11	6
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	75	61	94	100	96
% Commended/Advanced	15	6	11	34	13
Number of students tested	20	18	18	16	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	2	2	1	1
% of students tested with alternative assessment	13	10	11	6	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	62	90	93	100	92
% Commended/Advanced	0	15	13	20	8
Number of students tested	13	15	15	10	12
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	50	100	0
% Commended/Advanced	0	50	0	0	0
Number of students tested	3	2	2	2	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	50	43	95	100	88
% Commended/Advanced	0	0	15	29	0
Number of students tested	6	7	13	7	8
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	85	73	100	100	100
% Commended/Advanced	23	9	0	25	23
Number of students tested	13	11	5	8	13
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	85	94	94	95	100
% Commended/Advanced	10	11	47	30	44
Number of students tested	20	18	17	20	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	2	1	1
% of students tested with alternative assessment	5	10	12	5	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	82	100	100	93	100
% Commended/Advanced	0	10	50	40	33
Number of students tested	11	12	10	15	5
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	5	0	100
% Commended/Advanced	0	0	0	0	0
Number of students tested	1	2	2	1	1
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	71	92	86	88	100
% Commended/Advanced	0	17	57	13	44
Number of students tested	7	12	7	8	9
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	92	100	100	100	89
% Commended/Advanced	17	0	33	50	33
Number of students tested	12	6	9	10	9
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (2008-2011) and State of Texas Assessments of Academic Readiness (2011-2013)

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Pearson/Texas Education Agency

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard/Satisfactory	72	82	100	100	91
% Commended/Advanced	6	6	22	0	5
Number of students tested	18	17	18	17	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	5	0	0	2
% of students tested with alternative assessment	5	23	0	0	9
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Met Standard/Satisfactory	69	88	100	100	92
% Commended/Advanced	8	0	29	0	8
Number of students tested	13	8	14	13	12
2. Students receiving Special Education					
% Met Standard/Satisfactory	100	100	0	100	50
% Commended/Advanced	100	0	0	0	0
Number of students tested	1	5	0	1	2
3. English Language Learner Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard/Satisfactory	70	100	100	100	100
% Commended/Advanced	10	17	38	0	0
Number of students tested	10	6	8	10	5
5. African- American Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard/Satisfactory					

% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard/Satisfactory	75	70	100	100	87
% Commended/Advanced	0	0	13	0	0
Number of students tested	8	10	8	6	15
10. Two or More Races identified Students					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The percentage of students alternatively assessed exceeds the 2% federal cap due to the small overall class size. Having even one alternate assessment child in a class of 20 greatly affects the percentage.