

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. Kevin Wayne Woolley

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

Official School Name Saltillo School

(As it should appear in the official records)

School Mailing Address 150 County Road 3534 P.O. BOX 269

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

City Saltillo State TX Zip Code+4 (9 digits total) 75478-0269

County Hopkins State School Code Number* 112-909-001

Telephone 903-537-2386 Fax 903-537-2191

Web site/URL http://www.saltilloisd.net/ E-mail tlane@saltilloisd.net

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Kevin Woolley E-mail: kwoolley@saltilloisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saltillo Independent School District Tel. 903-537-2386

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. Gene Barnett
(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. 9 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	13	7	20
K	5	12	17
1	10	9	19
2	13	8	21
3	8	8	16
4	8	9	17
5	5	10	15
6	11	11	22
7	9	10	19
8	13	12	25
9	6	13	19
10	6	8	14
11	13	7	20
12	8	5	13
Total Students	128	129	257

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 3 % Black or African American
 - 25 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 13%

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	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1	257
(5) Total transferred students in row (3) divided by total students in row (4)	0.128
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 10 %
25 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish and Dutch
8. Students eligible for free/reduced-priced meals: 63 %
 Total number students who qualify: 160

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.

N/A

9. Students receiving special education services: 16 %
41 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 | 5 Other Health Impaired |
| 0 Deaf-Blindness | 24 Specific Learning Disability |
| 1 Emotional Disturbance | 8 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 1 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	2
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	4
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 10:1

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	97%	98%	98%	97%	97%
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	22
Enrolled in a 4-year college or university	28%
Enrolled in a community college	28%
Enrolled in career/technical training program	19%
Found employment	23%
Joined the military or other public service	1%
Other	1%

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

Historical Perspective – Saltillo, Texas was named after Saltillo Mexico by store keeper John Arthur. The town was settled before the civil war and granted a post office in 1860. St. Luis Southwestern Railroad laid 1.5 miles of tracks in 1887. The community was also known as ‘Twin Groceries’ as a second store opened up across the road from the original mercantile. By 1885 Saltillo had a school, and a population of sixty. The Public School was operational by 1905 with 84 students. By 1914 the town had 350 residents, a number of stores, and a newspaper called the Saltillo Signal. Saltillo prospered during the 1920's, but in the early 1930's its population decreased.

Geographical Context – Today, Saltillo has a population of 825 residents. Of these residents, 257 are school age. Although Saltillo is unincorporated, the small rural town has a post office and a volunteer fire department. Saltillo is considered to be the poorest community located in far eastern Hopkins County located 16 miles from the county seat of Sulphur Springs. Saltillo is 96 miles east of Dallas and 84 miles west of Texarkana, Texas located just North of Interstate 30 on Highway 67 and FM 900.

Strengths and Accomplishments – Saltillo is small, yet excellence is achieved as the school seeks to be resourceful. Strengths and accomplishments include: receipt of US News and World Report Bronze Award for Best High School in the Nation 2009 & 2012; rating of “Met Standard” was earned on the STAAR Test in 2013; recognized as “Distinguished” in 2013 for Reading and Language Arts on STAAR state assessment, and Ratings for Saltillo ISD under the previous School Rating System from 1994 – 2012 include: 3 Exemplary Ratings – 1997, 2002, 2003; 12 Recognized Ratings – 1994,1995, 1998, 1999,2000, 2004,2006,2008,2009,2010,2011,*2012 – (school attained same rating of Recognized as the year before), and 4 – Acceptable Ratings 1996, 2001, 2005, 2007.

Saltillo earned “Gold Performance” under previous assessment system where Saltillo received multiple awards for: Attendance Rate, College Readiness, Commended Writing, Math, Social Studies, Texas Success Initiative in ELA and Math. The school won District Championship or runner up for the last 10 years at Elementary and Junior High UIL Academic Meets. Saltillo competes in the Regional and State UIL Academic Meets consistently at the high school level.

Mission Statement and Core Beliefs – Saltillo ISD seeks “To prepare all children to take a meaningful and productive place in society, by providing a quality education that enables all children to achieve. Our Mission is to prepare all students to excel in future education and in the competitive workplace.” There are seven (7) fundamental beliefs that drive instruction and interaction with families and community. We believe: 1. All children can and will learn. 2. Respect is due all students as individuals who learn at different rates. 3. All students should be given an opportunity and the support to develop a positive self-image. 4. All students must be challenged and motivated to learn. 5. A partnership of school, parents, and the community should share in the responsibility to empower students to meet the challenges of an ever-changing future. 6. In providing a safe, secure, and healthy educational environment and 7. Technology must be used to enhance teaching and learning.

Student and Community Demographics – Of the 825 residents 67% (359) are high school graduates, 11% (59) have an associate or bachelor degree while 4% have a master degree. Eighteen Percent 18% (96) of residents have not completed high school. Fifty-two percent of the household incomes earn less than \$32,000 annually. This attributes to 62.5% of all students being on free and reduced lunch. The challenge is to raise the level of student and family expectations. Students are challenged to learn as local resident Colleen Hoover, a 1998 Saltillo Graduate, is now a multiple New York Times Best Selling Author.

Traditions and Milestones – In a small community, camaraderie and team work is essential for learning and working well together. Basketball, cross country, and agriculture serve as traditions. Milestones for the school includes: state runner-up girls basketball – 2012-2013, 2000-2001; 2013 girls basketball Most Valuable Player in Texas - Victoria Stretcher and Regional Champs for Girls Basketball in 2013; Regional Tournament appearances and Regional Quarterfinalist in 2006, 2007, 2008, 2010, 2011, 2012, 2013, 2014.

The program is consistently one of the top performers in the state.

Other awards include: Regional Qualifiers in boys basketball 2011 – 2013. The Boys and Girls Cross Country Teams competed in state Cross Country Meets from 2011 – 2013.

Saltillo was the Agricultural Mechanics State Champions in 2009 and National Qualifiers. The program has qualified for State 17 times since 1992. The Agricultural Department consistently has students attain the State FFA Loan Star degree with 4 students in 2013 and 2 students in 2014. There are also multiple winners in the Program History event.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Performance Levels – Recently, Texas changed from the TAKS state assessment to the STAAR. TAKS had four ratings from highest to lowest known as “Exemplary,” “Recognized,” “Academically Acceptable,” and “Academically Unacceptable.” Saltillo was a “Recognized” district for four years prior to the recent transition to the STAAR test. The composition of 257 students is 70% white, 25% Hispanic, 3% African American and 1% American Indian with a free and reduced lunch rate of 62.5%.

STAAR – During the first year of STAAR testing there were three state categories for schools: “Met Standard,” “Improvement Required,” and “Not Rated.” Campuses that received an accountability rating of “Met Standard” could be eligible for one of three distinction designations in 2013. Saltillo was a “Met Standard” school and received the “Academic Achievement Distinction” in Reading/English language arts (ELA).

Results Versus State Standards – Students consistently exceeded state STAAR standards for 2013 on tests: 82% in all subjects at Saltillo compared to the state average of 77%; 88% in reading at Saltillo compared to the state average of 80%; 93% in math at Saltillo compared to the state average of 79%; and 71% in writing at Saltillo compared to the state average of 63%.

The 2012 TAKS results exceeded the state average. For instance, 84% in all subjects at Saltillo compared to the state average of 77%; 85% in reading at Saltillo compared to the state average of 79%; 86% in math at Saltillo compared to the state average of 77%; 68% in writing at Saltillo compared to the state average of 67%; 85% in science at Saltillo compared to the state average of 80%; and 88% in social studies at Saltillo compared to the state average of 79%.

B. Performance – Saltillo uses DMAC Solutions which consists of a suite of web-based applications for curriculum and assessment purposes. Administrators and teachers use DMAC for data disaggregation, local assessments, and progress monitoring of students when analyzing state assessment results of TAKS and TELPAS. DMAC is also STAAR State Assessment aligned and provides timely updates on student progress.

In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, Biology and U.S History. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in Spring 2016.

Changes in scoring are in part reflective of changing state mandated assessments with new scoring criteria. This causes the information in the data tables to present somewhat fragmented information.

Gains and Losses: Analysis of Results – Saltillo made gains of 51% as compared to state gains of 29% on all tests taken under the former TAKS State Assessment system. The gains were similar, 51% to 34%, for economically disadvantaged students.

Hispanic students were within a seven point performance gap or less in Reading during the prior years of TAKS testing.

During the changes in state mandated testing Saltillo ISD showed substantial gains in 3rd grade Reading and Math from the TAKS to STAAR exams. Areas of performance improved for grade 4, 5, and 6 with the exception of 5th grade Science.

Adjustments are being made to accommodate a dip in science scores in both the 5th and 8th grade levels. Experiments and real time interactive learning strategies are being implemented in the classrooms.

“Trending” Over Time – Saltillo experienced steady growth on TAKS assessment scores in core content areas of Reading, Math, and Writing. Science scores for all grades tested remained consistent for four of the five years.

Fluctuations, Achievement Gaps and Remediation – In 2009, there was an 11% achievement gap between Hispanics and white students on all mathematics tests. The achievement gap was closed within two years with an improvement and gap of only 2%.

In 2009, there was a 27% gap in Hispanic and Caucasian students on all science tests taken. Additional tutoring and more hands-on instruction helped reinforce concepts not adequately understood.

With the advent of the STAAR state assessment, Saltillo is focusing on providing additional high interest leveled readers to Hispanics students in an effort to accelerate independent reading levels and comprehension strategies of English Language learners for students in third grade and beyond.

DMAC local assessments are being developed to gauge instructional strategies needed to help Hispanic students gain core concepts in math and reading across grade levels. Local science assessments will be developed to track student growth of all students in the core content area of science.

2. Using Assessment Results:

A variety of assessment data is used throughout the school year to improve student performance. Formative assessments are used by teachers to provide immediate information to drive instruction and to provide feedback for students. Formative assessments include games, whiteboard quizzes, discussion, and short quizzes at the end of a unit or class period. Computerized assessments in reading and math provide critical information for teachers. Programs used include Renaissance STAR reading for grades 1-12, Istation for reading in grades PK-eighth grade, and Think-Through Math for tutorials in grades three through eight. The data from the assessments is used by teachers in lesson planning, small groups, and individual tutorials to improve instruction. Students in grades 3-12 are able to monitor their own learning with the computerized reporting. In each instance students share in the accountability of improving their own instruction as staff and students work together to set individual education goals that accelerate learning and ensure improved instruction takes place on a student by student basis.

Students in Kindergarten, First, and Second grades are assessed at the beginning, middle, and end of the school year with the research based Texas Primary Reading Inventory (TPRI) for Book and Print Awareness, Phonemic Awareness, Graphophonemic Knowledge and Word Reading, Reading Accuracy and Fluency, Listening and Reading Comprehension. The Iowa Tests of Basic Skills (ITBS) provides additional data on individual kindergarten through second grade student achievement with that of students nationwide. Grades three through twelve students’ state assessment data (State of Texas Assessments of Academic Readiness (STAAR)) is a summative assessment of student achievement. Yearly assessment data is used to improve student instruction by providing high interest books on the student’s individual reading level.

Saltillo ISD teachers and administrative staff use the Data Management for Assessment and Curriculum (DMAC) system. DMAC allows staff to access state and local assessment data. The system provides tools to disaggregate data in multiple ways to provide targeted instruction for improving student achievement through re-teaching content, tutorials, peer mentoring, and one on one instruction as needed. Parents have access to student assessment data through the DMAC Parent Portal and to grades through the Gradebook Parent Access Tool. In addition, progress reports are sent on a bi-six weeks reporting schedule and report cards are sent home each six weeks. In elementary grades, daily reports are sent to parents and include notes from teachers. Parents discuss student data during individual Title I meetings in the fall and are provided with supplemental activities appropriate for their student while at home.

Data is critical for teachers in the small school environment. In elementary, there is only one teacher per grade level and at secondary there is only one teacher per content area. Teachers depend on data as part of their “team” to provide objective information to drive instruction and to create targeted interventions. Small class sizes make students’ strengths and challenges known to all teachers.

3. Sharing Lessons Learned:

Economic and Geographical Constraints – Saltillo ISD is located in the far eastern corner of Hopkins County. The district has 42 staff members. Twenty-two of those staff members live in other cities. Faculty commute to work from Sulphur Springs, Sulphur Bluff, Mt. Vernon, Cooper, Pittsburg, Pickton, Dike, Quinlan, Paris, Bivins, Winnsboro, and Mount Pleasant.

Topics of Presentations and Multiple Audiences – Saltillo ISD has professional affiliations with the following organizations: Association for Supervision and Curriculum Development (ASCD), Texas Elementary Principals and Supervisors Association (TEPSA); Texas Association of School Boards (TASB); Texas Association of Secondary School Principals (TASSP) and Texas Rural Education Association (TREA).

Staff members present and share information with their peers at the Region 8 Education Service Center (ESC) Workshops in Pittsburg, Texas. The Education Service Center serves 47 school districts within an 11 county area in East Texas.

There are six (6) school districts in Hopkins County that range in size from Class 1A up to 5A based on enrollment. Hopkins County in and of itself is 793 square miles which is eleven and a half (11.5) times bigger than the Washington DC. Presentations frequently take place within the county in order to maximize distance learning opportunities. In turn, information and lessons learned are shared through a Trainer of Trainers (TOT) Model.

Superintendents Coalition – The Hopkins County superintendents have formed a coalition and meet monthly to discuss legislative updates. Each superintendent presents monthly based on selected topics. Presentation topics include: instructional leadership strategies; staffing patterns; formative and summative evaluations; and problem solving strategies.

Principal Partnerships – The Superintendent Coalition met with such great success that principals throughout Hopkins County formed a similar cohort. Principals take turns presenting information on topics that include but are not limited to: instructional leadership, effective teaching strategies; enhancing curriculum; school safety, including anti-bullying strategies; STAAR state mandated testing; student discipline; effective staffing patterns and teacher evaluations.

Core Content Meetings – Saltillo ISD desires to strengthen math and science skills of students to be more competitive globally as society becomes more digital. Math and Science teachers in Hopkins County meet twice a year to present ideas on: robotics, curriculum trends, use of anywhere anytime digital devices, and interactive white board lessons. Other topics include: use of classroom manipulatives; alignment of content to TEKS and integration of college and career readiness standards.

4. Engaging Families and Community:

Family and Community Engagement – Saltillo School is the hub of most community events. Many people say, “the school IS the community.” Activities involving parents, alumni, and community members are essential as people want to be involved when they feel valued.

Parents feel welcome and included. That is why Saltillo ISD has an extremely active Parent Teacher Organization (PTO) that hosts a fall carnival larger than any other in the county. Funds raised enhance students educational experience. The PTO and Future Farmers of America (FFA) auction are just two of

many family events where people support the school in addition to huge, packed to capacity, basketball games.

Connections Between Activities and School Success – Parent Involvement is the direct link to student success. Parents and grandparents are celebrated and come to the school to read to children. Students eagerly anticipate parent and grandparent days. It is more than meals, it is tradition. Meet the teacher night, open house, Thanksgiving and Christmas Dinners are more than activities, they are detailed events making learning more memorable.

Support Services and Resources Available – The school partners with parents in meeting the overall needs of the children. Local dental and social services are provided to family with the school as a liaison.

Correlation Among Activities and School Improvement – Even though Saltillo has less than 1,000 residents. The community has established a Kerry W. Garmon Memorial Education Foundation. The long time revered superintendent, Kerry Garmon, believed that being from a small school and a small town should never limit your potential or opportunity. Therefore students are aware that when they apply themselves, there are funds available to help advance their educational interests.

Effective Communication – Saltillo School communicates with parents through the IRIS alert system. Calls are made to home and cell phones with timely reminders about assignments and upcoming events. Text messages are sent regarding student updates.

Families can obtain information through the district web site at <http://saltilloisd.net/>. Parents have viewing access to the grades of their children. The calendar of events keeps everyone well informed. Cafeteria menus are easily accessible along with other helpful information and links.

Student assignment folders go home nightly. The folders allow teachers and parents to share information which ensures lines of communication to maximize student learning and success. Weekly newsletters are sent home with students to record progress and share information for at-home extension activities to reinforce learning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Overview – The district has a healthy partnership with parents and the community. The goal is to empower students to meet present and future challenges regarding jobs that have yet to be created. Saltillo works to ensure that students are equipped with not only knowledge of the Texas Essential Knowledge and Skills (TEKS), but with an understanding of how to use these standards in everyday life with critical thinking applications.

To manage curriculum and assessment strategies and data, Saltillo ISD uses DMAC (Data Management for Assessment and Curriculum) Solutions. DMAC supplies Texas educators with the tools and services necessary to develop and improve the quality of education provided to students. The district's partnership with DMAC Solutions has provided Region 8 School Districts with the ability to assess students using CSCOPE assessments as well as released state tests. Teachers and administrators are able to access data obtained from assessments.

English Language Arts/Reading – Curriculum is based on state issued standards (TEKS). Saltillo ISD also utilizes the Texas Treasure state adopted text. Writing instruction is carried out using the Write Source textbook. Students at all levels are actively involved in journaling and self publication on topics of interest. High interest level books are provided to students as resources to accelerate instruction.

Mathematics – The district's Mathematics curriculum employs a variety of strategies tailored to meet the needs of each grade tier. Manipulatives are used with all grade levels to help make abstract concepts become a reality. Teachers often use apps on phones and tablets to make additional mathematical connections with everyday applications while teaching the TEKS using DMAC resources.

Science – Saltillo participates in the Region 8 ESC Science Collaborative. The Collaborative provides training and professional development for districts seeking to strengthen science programs and teaching strategies. DMAC lessons and resources are used for hands-on learning experiences. The TEKS are most effectively taught in the Labs since this is an integral part of the learning process.

Social Studies Curriculum – The state standards (TEKS) are presented using DMAC curricula and resources. Students seek to master new concepts each week. Once a student demonstrates proficiency, they in turn become a teacher. This type of student mentoring has yielded successful results.

Visual and Performing Arts - Saltillo offers music curriculum to serve students in grades K – 8. This focuses on a multiplicity of musical lessons and knowledge. The district's drama program utilizes DMAC resources to guide students in their artistic journey while fostering theatrical knowledge. Saltillo ISD competes in UIL drama and prose related events at the elementary and secondary levels.

Physical and Health Education - The district uses The Great Body Shop curricula to teach the TEKS. Physical fitness is taken seriously by students in all grade levels as they seek to excel in basketball, cross country, baseball, and softball.

Keyboarding and Word Processing – To enhance instruction and learning of the essential skills, students have web-based access to instruction anywhere and at anytime through the OdysseyWare program. TEKS and DMAC curricula work in concert with the program to meet the learning needs of all students.

Foreign Language - Saltillo offers Spanish courses to meet foreign language requirements and to enrich the cultural knowledge of students. Pre-Kindergarten through Fifth Grade use a curricula tailored to the learning needs of students in this grade range entitled. The district also employs the use of the strategies specifically designed for students in grades nine through twelve. Spanish is taught through reading and storytelling. The audio lingual method is used to facilitate acquisition skills. High School Students also have web-based access to Spanish course content through OdysseyWare. This content is also TEKS aligned.

College and Career Readiness – A focus on college and career readiness is made more critical than ever before by the increasing competitiveness of the global economy. On the district’s 2013 Accountability Summary, an index score of 94% concerning Postsecondary Readiness was earned. Saltillo ISD investigates and seeks to provide effective avenues of nurturing readiness in every learner. FFA and FCCLA are instrumental in this process. Students are exposed to a wealth of career and job choices through Internet explorations. Study skills, technology apps, and participation in college and job fairs further help prepare students for future careers.

2. Reading/English:

2(a) Elementary School Reading - ELAR curriculum is based on state issued standards (TEKS). Saltillo ISD actively integrates technology to provide students with the necessary tools to succeed in future endeavors. Classes at Saltillo ISD utilize several resources at the elementary level including IStation. Web based reading allows students who are above grade level to proceed at a pace commensurate with their level of reading comprehension.

Above and Below Grade Level - For students below grade level the web based reading allows for re-teaching and help students experience success at an independent reading level thereby boosting reading comprehension effectiveness. Reading instruction provides interactive and animated adaptive assessments, differentiated interventions, lessons, books, and instant data for PK-12 students in reading. Reading targets independent reading mastery then moves toward grade level success. To teach beyond a student’s independent understanding merely breeds frustration.

Accelerated Reader is also used by elementary and secondary students to promote and monitor reading achievement. Saltillo strives to provide a variety of high interest reading materials to spark the interest of each student in efforts to promote a thirst for reading and learning.

Sight Words are taught by asking the student to name each letter in a word and to trace each letter with his or her finger in the air before covering the word and attempting to spell it on paper. This method is used to help students with both the reading and spelling of phonetically irregular words.

To improve accuracy and fluency, students read aloud into phonological devices. This is the most practical way for teachers to monitor a student's progress. It gives students the opportunity to practice applying word attack and word recognition skills in context. Teachers at the elementary level teach reading through a hands-on approach by clapping out syllables, exploring and tracing tactile letters, and making play-dough letters, and labeling the classroom to identify each object in the class.

Reading instruction also looks at the big ideas and big questions. A critical analysis takes place in small and large groups to review what has been read. Rigorous questioning strategies are used. There is also a comparison across whole group selections to further sharpen comprehension and critical thinking skills aligned to the TEKS.

2(b) Secondary School English - At the secondary level, English classes teach the TEKS by utilizing DMAC curricula. Activities include hosting student centered discussions in order to foster critical thinking skills and whole group learning. Instructional strategies include think, pair, and share. Students are asked to respond to open ended questions, work with a partner, and reconvene with the teacher to share findings. Literature circles are used to help dissect reading elements of a story. These groups define vocabulary together and address issues of the story and its relevancy.

Students are exposed to real world experience by the opportunity to write works to be published in area newspapers or for special events. To enhance writing skills as well as citizenship, students are given the opportunity to write letters to elementary students from Santa. Students also take part in peer editing and daily journaling in order to support writing proficiency aligned to the TEKS. Reciprocal teaching takes place in these settings from time to time, as high school students teach junior high students.

Students are instructed on the process of writing book reviews and are required to do so for class completion through DMAC curricula. Along with writing reviews, students also act out characters and scenes that are read for classes. Students also enjoy reciting poems while dressed as the characters from the works. Students write their own poems and works and are given the opportunity to creatively present these works. They enjoy reading with accents; a British accent for a British work, for example. Examples of well liked literature by Saltillo students include Macbeth, Romeo and Juliet, To Kill a Mockingbird, The Odyssey, and Hamlet. Collaboration is a key instructional strategy when seeking to engage secondary English students.

Below and Above Grade Level - Technology is integrated into classrooms at Saltillo ISD through the use of e-books, document cameras to support class discussions, tablets, and laptops. Technology helps to enhance learning and teaching for students both above and below grade level. Technology applications help tailor individual learning experiences to help all students succeed. DMAC Curriculum and TEKS drive the use of technology with students individually and collectively.

3. Mathematics:

Math Curriculum - Saltillo uses DMAC, a web-based curriculum and assessment tool as a means of tailoring math instruction for K-12 students. The curriculum offers teachers, students, and parents a means of being involved in the learning process with web based access to resources anywhere and anytime. Math is solving a series of problems with greater understanding and intensity from elementary through secondary grades. In teaching math at Saltillo the goal is to help students 1) understand the problem, 2) devise a plan to help solve the problem, 3) implement a solution, and 4) reflect on the solution.

Instructional Methods - Saltillo uses a variety of approaches to help students understand mathematical problems. The SQR strategy is where students survey, question, and read (SQR). Mnemonic devices, graphic organizers, paraphrasing, visualization, and cooperative learning groups are means of helping students gain understanding of content.

Foundational Mathematics Skills - Manipulatives are essential to successful math instruction. Classroom sets allow students to visually and physically see the way math affects everyday life. The use of manipulatives helps cultivate understanding of mathematical concepts.

Assessments Improve Math Instruction – Informal and formal means of assessments are used when teaching math. Informal ways to check for understanding include: hand signals, journaling, and interviews. One sentence summary, pairs check, rubrics, surveys, and x-games help check for understanding in a non-threatening way.

Formal assessments are also generated to help check for understanding and improve student instruction. Assessments include: Constructive quizzes, learning/response logs, and weekly/unit exams. These help determine a student's individual mastery. DMAC also has web based formative assessments aligned with the TEKS and curriculum presented

Improving Students Learning - Regardless of the assessment used the priority is to check for understanding to improve student instruction. Re-teach is often utilized by taking a different approach. Small group work, cooperative learning, and tutoring are other means of helping students learn information they did not initially master. Students who have mastered the subject are often paired in a re-teach manner to present subject matter in a different light. Adjustments are made continually to make certain everyone experiences greater degrees of success.

Students Performing Below and Above Grade Level - Students are encouraged to make use of technology while working on their mathematics studies. Students learn to use calculators and computers to mathematize situations. Saltillo provides individualized instruction through multiple web based programs depending on student interest and ability.

4. Additional Curriculum Area:

Highlighted Curriculum Area – Healthy bodies promote healthy minds. Since Saltillo is a rural area and enrichment activities are not readily accessible, the school promotes high levels of physical fitness education for all ages. This carries through high school as students often win district, area, and regional championships in basketball, cross country, softball, and baseball. Students at elementary and secondary levels consistently bring home many UIL academic awards. Therefore, teaching healthy living through physical education from Kindergarten through 12th grade is essential for academic learning and optimal physical fitness.

Acquisition Based on Knowledge and Skills – To build healthy bodies through the Physical Education curriculum eight components are addressed: Health Education, Physical Education, Health Services, Nutrition Services, Counseling, Psychological, and Social Services, a Healthy School Environment, Health Promotion for Staff, and Family and Community Involvement. Implementation of knowledge drives the physical education curriculum district wide.

Local physical fitness opportunities help all students develop health related awareness, physical competence, cognitive understanding, and positive attitudes about physical activity. In turn this helps students to adopt healthy and physically active lifestyles early on. These types of strategies and activities reinforce the mission of Saltillo which is “to prepare children to take a meaningful and productive place in society.” The district sets out to accomplish this task “by providing a quality education that enables all children to achieve.” Supporting the growth of every student is paramount in the mission of the district. Support is offered through each stage of life. It is not enough to have a healthy mind. Students must also have healthy bodies.

Belief – Saltillo ISD firmly believes that each student has the ability to learn academically and physically. With this belief, the district recognizes and respects each student as an individual learner with their own style and rate of learning. Supporting this individuality is of significant importance as the district remains flexible and aware to ensure academic, mental, and physical achievement of all students.

By teaching the PE and Health TEKS and utilizing locally developed curriculum with supplemental resources, Saltillo is able to provide students and families with needed and relevant health education and knowledge. The district recognizes and embraces the charge it is trusted with. As educators, the staff works diligently to ensure the present and future success of each student; knowing that these students hold the very essence and continuation of the community in their hands.

5. Instructional Methods:

Instructional Methods – Differentiating instruction takes place by incorporating classroom materials and décor that reflect a variety of home situations, cultures, and current events. This combination and variety aid in making the goal of student success become a reality. By ensuring that students have access to differentiated instruction, the district works to provide the opportunity and support for each student to develop a positive self-image. In doing so, students become challenged and motivated to learn, and are thus able to develop an attitude of enjoyment for their education.

Environment – The provision of a safe, secure, and healthy educational environment is an important goal of Saltillo ISD. The district works continually to understand the student's cultural, intellectual, and individual needs. Providing varied venues of learning as well as options in expressing their learned knowledge is important to ensure learner knowledge retention. Some options include: choosing between individual work or working in small groups; expressing learned material through creating puppet shows, writing letter, or acting out events; providing space for students that need to move around or sit still/quietly for optimum learning, and providing supportive environments for kinesthetic learners.

Meeting Diverse Needs/Modifying and Supplementing – Assessment Variations play a key role in student success. These variations include test taking, essay writing, or completing presentations using visual aids. Creating an effective and supportive learning environment is crucial in meeting the needs of every learner.

Some students are easily distracted by working in a group while others learn better with peer support. The district works to provide a mixture of both in order to support each type of learner by modifying content to reflect learning styles. If a student is a kinesthetic learner, teachers include activities so that the student can see, touch, taste, or smell the object to reinforce what is being taught. One on one support and tutoring is offered to build student success. The district also provides areas for students to work quietly and without distraction, as well as places that invite student collaboration.

Using Technology – Tablets are used to individually reinforce lessons and as an introduction to lesson content. Students also use computer centers to reinforce and review lessons. Document cameras and overhead projectors aid in class discussions are a great tool for visual learners. Dual language assistance for non-English Speaking students is offered digitally through tablets and computers.

6. Professional Development:

Professional Development - The growth and success of students is paramount. So is the learning and professional growth of all employees. Therefore, trainings take place in a relevant and timely manner, on-site, through distance learning, and attending workshops at Region 8 Education Service Center.

Approach - Professional Learning at Saltillo enables faculty to grow in their content area. This leads to effective teaching and improved student learning. The district researches and disseminates current educational strategies and effective practices vital for quality learning experiences of students and adults.

Impact - The ultimate goal of Professional Learning at Saltillo ISD is to improve student learning and achievement. This is done by analyzing the needs of students. When the needs are identified, the district proceeds with a definitive plan of action. Staff development focuses on improving learning. The expected outcomes, content, and learning activities for staff and administrators are grounded in the multicultural context that characterizes Saltillo ISD.

Connection of Professional Development with Student Achievement, State Standards, and School Improvement – The quality of staff development for Saltillo focuses on the context, process, and content of information to be learned as it relates to students learning and school improvement. From a contextual standpoint learning communities and regional leadership resources are paramount. Processes include: data driven evaluations, effective research-based designs and vertical collaborative learning.

Indicators for School Improvement – Saltillo seeks to purposefully focus on high expectations for teaching and learning. Refining the DMAC curriculum and focusing on academic performance are the cornerstones of professional growth, activities, and evaluations. This in turn affects the learning environment including school culture and student, family, and community connections. Leadership, organization, and structure coupled with comprehensive and effective planning make school improvement a responsibility of all stakeholders.

While every staff member is encouraged to diversify their professional portfolios, it is important for each employee at Saltillo ISD to learn and possess knowledge pertaining to their specific area of expertise. Each staff member is given the opportunity to acquire training that is relevant to his or her content area. The district supports and promotes diversity of knowledge among all individuals; teachers and students alike. For effective instruction to take place, faculty, staff, and administrators must be equipped with the necessary knowledge, skills, and information. Professional development is a part of daily living, not a compartmentalized activity with shared discussions by content and vertical teaming.

7. School Leadership

Leadership Philosophy – The leadership philosophy at Saltillo is to equip staff with the knowledge necessary to excel at their duties. Faculty and staff are empowered to carry out those duties as the principal and superintendent providing guidance as needed or warranted. The district earnestly strives to employ the

best possible staff and provide them with the essential resources to be effective and successful in the classroom.

Leadership Structure – Saltillo is a small 1A school district with one principal, and a Superintendent with regard to administrators. Both individuals seek to effectively address and meet the ever changing needs of students and staff in the Kindergarten through twelfth grade.

School Leadership – Saltillo strives to progressively align systems and build leadership capacity that will integrate rigorous and relevant expectations for ALL learners. Each policy and procedure is tailored to cultivate student success. School leadership requires a mindset to produce effective instruction, secure solid content delivery, and a focus on meeting the needs of every student to optimize learning and achievement outcomes. This leadership is carried out by upholding a culture of high expectations and a shared vision for the goal and mission of the district.

Resourcefulness – Staff at Saltillo ISD look to the Principal, Superintendent, and School Board of Trustees for guidance, support, and direction; the vision, ideas, and knowledge of each staff member contribute greatly in the leadership structure of the district. Collaboration among staff for projects, goals, and ideas is encouraged throughout Saltillo. This type of professional community enables a sense of ownership and commitment for the direction of the district while maintaining an amiable and professional relationship with among faculty, staff, and administrative leaders.

Relationships are Student Centered – Building, maintaining, and strengthening relationships is a main focus of teachers and instructional leaders. Positive and encouraging student-staff relationships nurture exceptional results to promote student learning outcomes and overall achievement. Teacher effectiveness and instructional efficiency are keys in learner accomplishments. Each student at Saltillo ISD is respected and valued for his or her creativity, individuality, and learning style. Staff of the district desire to see students succeed in all aspects of life; in their present and future education, in their lives apart from school, and in their future careers and lives thereafter. Educators are not only charged with the cultivation of students' textbook knowledge, but their knowledge of the world around them and the way they will navigate and fulfill their potential.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

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

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meet Standard plus(+) % Commended Performance	93	93	89	85	84
% Commended Performance	14	14	17	0	8
Number of students tested	14	14	18	13	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	3	0	1
% of students tested with alternative assessment	7	21	17	0	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meet Standard plus(+) % Commended Performance	83	83	67	83	92
% Commended Performance	0	0	0	0	15
Number of students tested	6	6	6	6	13
2. Students receiving Special Education					
% Meet Standard plus(+) % Commended Performance	100	67	50	100	67
% Commended Performance	0	0	0	0	0
Number of students tested	3	3	4	1	3
3. English Language Learner Students					
% Meet Standard plus(+) % Commended Performance	0	0	100	100	0
% Commended Performance	0	0	0	0	0
Number of students tested	0	0	1	1	0
4. Hispanic or Latino Students					
% Meet Standard plus(+) % Commended Performance	100	50	100	100	80
% Commended Performance	0	0	0	0	40
Number of students tested	2	2	3	1	5
5. African- American Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					

Number of students tested					
6. Asian Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Meet Standard plus(+) % Commended Performance	100	100	87	82	84
% Commended Performance	18	18	20	0	0
Number of students tested	11	11	15	11	19
10. Two or More Races identified Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, Biology and U.S History. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in Spring 2016.

The following subgroups were not reported due to being less than ten percent of the schools total enrollment.

- African American Students
- Asian Students
- American Indian or Alaska Native Students
- Native Hawaiian or other Pacific Islander Students
- Two or More Races identified Students

Changes in scoring are in part reflective of changing state mandated assessments with new scoring criteria. This causes the information in the data tables to present somewhat fragmented information. During the changes in state mandated testing Saltillo ISD showed substantial gains in 3rd grade Reading and Math from the TAKS to STAAR exams. Areas of performance improved for grade 4, 5, and 6 with the exception of 5th grade Science.

Sixteen percent of the population was alternatively tested due to a high number of special needs students in the district. Eight of the students served are for speech and language impairment. Twenty-four students have specific learning disabilities.

Parents often transfer their special needs children to Saltillo because the district is known for working well with special needs students to give them maximum learning opportunities. Although mainstreaming efforts are an integral part of their learning at Saltillo. These students still require assistance when taking state mandated exams due to the severity of their disability.

STATE CRITERION--REFERENCED TESTS

Subject: Math

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

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meet Standard plus(+) % Commended Performance	100	100	100	96	93
% Commended Performance	43	50	20	50	36
Number of students tested	14	22	15	24	14
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	2	2
% of students tested with alternative assessment	0	9	0	8	14
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meet Standard plus(+) % Commended Performance	100	100	100	92	100
% Commended Performance	38	29	0	46	25
Number of students tested	8	7	5	13	4
2. Students receiving Special Education					
% Meet Standard plus(+) % Commended Performance	100	100	100	67	0
% Commended Performance	25	50	0	0	0
Number of students tested	4	2	1	3	1
3. English Language Learner Students					
% Meet Standard plus(+) % Commended Performance	0	100	0	0	0
% Commended Performance	0	0	0	0	0
Number of students tested	0	2	0	0	0
4. Hispanic or Latino Students					
% Meet Standard plus(+) % Commended Performance	100	100	100	100	100
% Commended Performance	0	40	0	40	33
Number of students tested	2	5	2	5	3
5. African- American Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
6. Asian Students					

% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Meet Standard plus(+) % Commended Performance	100	100	100	94	90
% Commended Performance	55	53	18	50	30
Number of students tested	11	17	11	18	10
10. Two or More Races identified Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, Biology and U.S History. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in Spring 2016.

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- African American Students
- Asian Students
- American Indian or Alaska Native Students
- Native Hawaiian or other Pacific Islander Students
- Two or More Races identified Students

Changes in scoring are in part reflective of changing state mandated assessments with new scoring criteria. This causes the information in the data tables to present somewhat fragmented information. During the changes in state mandated testing Saltillo ISD showed substantial gains in 3rd grade Reading and Math from the TAKS to STAAR exams. Areas of performance improved for grade 4, 5, and 6 with the exception of 5th grade Science.

Sixteen percent of the population was alternatively tested due to a high number of special needs students in the district. Eight of the students served are for speech and language impairment. Twenty-four students have specific learning disabilities.

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 3 Mathematics

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus(+) % Advanced	95	82	100	100	80
% Advanced	26	0	25	50	25
Number of students tested	19	11	16	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	5	2	1
% of students tested with alternative assessment	0	9	31	10	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus(+) % Advanced	92	78	100	100	77
% Advanced	38	0	25	50	23
Number of students tested	13	9	12	12	13
2. Students receiving Special Education					
% Satisfactory plus(+) % Advanced	100	33	100	100	100
% Advanced	100	0	20	0	0
Number of students tested	1	3	5	2	1
3. English Language Learner Students					
% Satisfactory plus(+) % Advanced	100	100	100	100	0
% Advanced	0	0	0	0	0
Number of students tested	1	3	1	3	0
4. Hispanic or Latino Students					
% Satisfactory plus(+) % Advanced	80	100	100	100	33
% Advanced	20	0	33	29	0
Number of students tested	5	4	3	7	3
5. African- American Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus(+) % Advanced	100	71	100	100	87
% Advanced	33	0	23	62	33
Number of students tested	12	7	13	13	15
10. Two or More Races identified Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, Biology and U.S History. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in Spring 2016.

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enrollment.

- African American Students
- Asian Students
- American Indian or Alaska Native Students
- Native Hawaiian or other Pacific Islander Students
- Two or More Races identified Students

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 4 Mathematics

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	93	68	94	77	81
% Advanced	14	5	29	36	19
Number of students tested	14	22	17	22	21
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	5	2	2	1
% of students tested with alternative assessment	14	23	12	9	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	89	67	91	82	82
% Advanced	11	0	27	36	27
Number of students tested	9	15	11	11	11
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	67	60	100	60	67
% Advanced	33	0	0	20	0
Number of students tested	3	5	2	5	3
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	100	0	100	100	100
% Advanced	0	0	0	0	50
Number of students tested	2	1	3	1	2
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	100	25	86	100	83
% Advanced	0	0	14	33	50
Number of students tested	3	4	7	3	6
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	91	78	100	71	80
% Advanced	18	6	40	41	7
Number of students tested	11	18	10	17	15
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, Biology and U.S History. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in Spring 2016.

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 5 Mathematics

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	90	79	91	87	94
% Advanced	5	11	36	30	63
Number of students tested	20	19	22	23	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	1	3	1
% of students tested with alternative assessment	20	5	5	13	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	92	82	100	100	100
% Advanced	8	0	36	31	70
Number of students tested	13	11	11	13	10
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	100	100	75	80	50
% Advanced	0	0	25	0	50
Number of students tested	4	1	4	5	2
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	0	100	0	100	100
% Advanced	0	0	0	0	100
Number of students tested	1	3	0	1	1
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	80	80	100	100	100
% Advanced	0	0	33	33	67
Number of students tested	5	5	3	6	3
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	93	92	88	82	92
% Advanced	7	17	38	29	67
Number of students tested	15	12	16	17	12
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, Biology and U.S History. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in Spring 2016.

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 6 Mathematics

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	86	95	100	82	76
% Advanced	14	19	50	47	29
Number of students tested	21	21	22	17	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	2	4	2	3
% of students tested with alternative assessment	5	10	18	12	18
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	85	93	100	79	43
% Advanced	15	21	62	43	14
Number of students tested	13	14	13	14	7
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	50	75	100	100	75
% Advanced	50	25	100	33	0
Number of students tested	2	4	5	3	4
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	100	0	100	100	50
% Advanced	33	0	100	100	0
Number of students tested	3	0	1	1	2
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	86	100	100	100	50
% Advanced	14	0	40	33	25
Number of students tested	7	3	5	3	4
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	92	94	100	77	85
% Advanced	17	25	53	46	31
Number of students tested	12	16	17	13	13
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 7 Mathematics

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	92	78	100	67	85
% Advanced	13	9	29	22	8
Number of students tested	24	23	17	18	13
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	9	12	11	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	88	86	100	44	86
% Advanced	19	14	45	22	0
Number of students tested	16	14	11	9	7
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	100	80	100	50	67
% Advanced	0	0	0	0	0
Number of students tested	5	5	3	4	3
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	0	100	0	100	100
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	1	2
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	60	80	100	50	100
% Advanced	0	20	33	25	0
Number of students tested	5	5	3	4	4
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	100	78	100	71	75
% Advanced	12	6	23	21	13
Number of students tested	17	18	13	14	8
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 8 Mathematics

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	84	100	74	77	86
% Advanced	8	25	11	15	36
Number of students tested	25	20	19	13	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	2	3	1	4
% of students tested with alternative assessment	8	10	16	8	18
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	85	100	64	75	71
% Advanced	15	38	9	13	14
Number of students tested	13	13	11	8	7
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	80	100	50	33	67
% Advanced	0	33	0	0	22
Number of students tested	5	3	4	3	9
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	100	0	100	100	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	1	1	1
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	83	100	100	100	67
% Advanced	33	33	0	25	0
Number of students tested	6	3	4	4	3
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	84	100	71	63	89
% Advanced	0	19	14	13	44
Number of students tested	19	16	14	8	18
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessments of Academic Readiness (STAAR) Mathematics Edition/Publication Year: 2013

All Students Tested/Grade: 9

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	95	74	85	80	92
% Advanced	35	5	31	30	15
Number of students tested	20	19	13	20	13
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	0	3	0
% of students tested with alternative assessment	5	5	0	15	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	93	56	67	40	100
% Advanced	43	10	0	0	0
Number of students tested	14	9	3	5	4
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	67	33	67	67	0
% Advanced	0	0	0	0	0
Number of students tested	3	3	3	6	1
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	0	0	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	1	0
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	100	40	50	100	100
% Advanced	20	0	0	0	0
Number of students tested	5	5	2	2	1
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					

% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	93	100	91	78	91
% Advanced	36	8	36	33	18
Number of students tested	14	11	11	18	11
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) English II Reading

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meet Standard plus(+) % Commended Performance	72	100	100	100	100
% Commended Performance	6	7	22	15	24
Number of students tested	18	14	18	13	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	3	3	0	2
% of students tested with alternative assessment	11	21	17	0	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meet Standard plus(+) % Commended Performance	67	100	100	100	100
% Commended Performance	0	0	0	17	8
Number of students tested	9	6	6	6	13
2. Students receiving Special Education					
% Meet Standard plus(+) % Commended Performance	100	100	100	100	100
% Commended Performance	0	0	0	0	0
Number of students tested	2	3	4	1	3
3. English Language Learner Students					
% Meet Standard plus(+) % Commended Performance	0	0	100	100	0
% Commended Performance	0	0	0	0	0
Number of students tested	1	0	1	1	0
4. Hispanic or Latino Students					
% Meet Standard plus(+) % Commended Performance	100	100	100	100	100
% Commended Performance	0	0	0	0	20
Number of students tested	4	2	3	1	5
5. African- American Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					

6. Asian Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Meet Standard plus(+) % Commended Performance	85	100	100	100	100
% Commended Performance	8	9	27	18	26
Number of students tested	13	11	15	11	19
10. Two or More Races identified Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Meet Standard plus(+) % Commended Performance					
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Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Texas Assessment of Knowledge and Skills (TAKS) English Language Arts

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meet Standard plus(+) % Commended Performance	100	90	100	96	100
% Commended Performance	7	24	19	50	36
Number of students tested	14	21	16	24	14
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	0	2	3
% of students tested with alternative assessment	0	10	0	8	21
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meet Standard plus(+) % Commended Performance	100	86	100	92	100
% Commended Performance	0	0	17	46	0
Number of students tested	8	7	6	13	4
2. Students receiving Special Education					
% Meet Standard plus(+) % Commended Performance	100	100	100	67	100
% Commended Performance	0	0	0	0	0
Number of students tested	4	2	1	3	1
3. English Language Learner Students					
% Meet Standard plus(+) % Commended Performance	0	100	0	0	0
% Commended Performance	0	0	0	0	0
Number of students tested	0	2	0	0	0
4. Hispanic or Latino Students					
% Meet Standard plus(+) % Commended Performance	100	100	100	100	100
% Commended Performance	0	0	0	40	0
Number of students tested	2	5	2	5	3
5. African- American Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
6. Asian Students					

% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
9. White Students					
% Meet Standard plus(+) % Commended Performance	100	88	100	94	100
% Commended Performance	9	31	17	50	40
Number of students tested	11	16	12	18	10
10. Two or More Races identified Students					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
11. Other 1: Other 1					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
12. Other 2: Other 2					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					
13. Other 3: Other 3					
% Meet Standard plus(+) % Commended Performance					
% Commended Performance					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 3 Reading

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	100	82	88	100	90
% Advanced	26	0	38	30	45
Number of students tested	19	11	16	20	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	1	5	1	0
% of students tested with alternative assessment	0	9	31	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	100	78	83	100	85
% Advanced	23	0	42	25	38
Number of students tested	13	9	12	12	13
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	100	67	100	100	0
% Advanced	0	0	0	0	0
Number of students tested	1	3	5	2	0
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	100	67	0	100	100
% Advanced	0	0	0	0	0
Number of students tested	1	3	1	3	1
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	100	75	67	100	100
% Advanced	0	0	0	14	0
Number of students tested	5	4	3	7	3
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	100	86	92	100	93
% Advanced	33	0	46	38	60
Number of students tested	12	7	13	13	15
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

NOTES: In spring 2012, the State of Texas Assessments of Academic Readiness (STAAR®) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, Biology and U.S History. Additionally, STAAR EOC assessments for English III and Algebra II will be administered on a voluntary basis beginning in Spring 2016.

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 4 Reading

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	86	82	94	91	76
% Advanced	7	18	24	18	14
Number of students tested	14	22	17	22	21
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	5	1	2	1
% of students tested with alternative assessment	14	23	6	9	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	78	80	91	82	82
% Advanced	0	13	18	18	18
Number of students tested	9	15	11	11	11
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	67	40	100	100	67
% Advanced	0	0	0	20	0
Number of students tested	3	5	2	5	3
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	50	0	100	100	100
% Advanced	0	0	0	100	0
Number of students tested	2	1	3	1	2
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	67	75	86	100	83
% Advanced	0	0	14	33	17
Number of students tested	3	4	7	3	6
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	91	83	100	88	73
% Advanced	9	22	30	18	13
Number of students tested	11	18	10	17	15
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 5 Reading

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus(+) % Advanced	75	68	86	96	75
% Advanced	15	5	23	13	38
Number of students tested	20	19	22	23	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	1	3	1
% of students tested with alternative assessment	20	5	5	13	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus(+) % Advanced	77	64	73	92	80
% Advanced	15	9	9	23	30
Number of students tested	13	11	11	13	10
2. Students receiving Special Education					
% Satisfactory plus(+) % Advanced	75	100	50	100	50
% Advanced	25	0	0	20	0
Number of students tested	4	1	4	5	2
3. English Language Learner Students					
% Satisfactory plus(+) % Advanced	100	67	0	100	100
% Advanced	0	0	0	0	0
Number of students tested	1	3	0	1	1
4. Hispanic or Latino Students					
% Satisfactory plus(+) % Advanced	80	60	100	83	67
% Advanced	0	20	33	17	0
Number of students tested	5	5	3	6	3
5. African- American Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus(+) % Advanced	73	83	94	100	75
% Advanced	20	0	25	12	50
Number of students tested	15	12	16	17	12
10. Two or More Races identified Students					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus(+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 6 Reading

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	90	90	95	94	100
% Advanced	14	19	32	41	47
Number of students tested	21	21	22	17	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	2	3	3
% of students tested with alternative assessment	10	5	9	18	18
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	85	93	92	93	100
% Advanced	23	14	38	29	29
Number of students tested	13	14	13	14	7
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	100	50	100	100	100
% Advanced	0	0	60	67	0
Number of students tested	2	4	5	3	4
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	100	0	100	100	100
% Advanced	33	0	100	0	0
Number of students tested	3	0	1	1	2
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	71	100	80	100	100
% Advanced	14	0	20	33	50
Number of students tested	7	3	5	3	4
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	100	88	100	92	100
% Advanced	17	25	35	46	46
Number of students tested	12	16	17	13	13
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 7 Reading

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	88	70	94	78	77
% Advanced	17	4	35	11	38
Number of students tested	24	23	17	18	13
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	0	1	2	1
% of students tested with alternative assessment	13	0	6	11	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	88	64	100	67	71
% Advanced	13	0	27	11	29
Number of students tested	16	14	11	9	7
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	80	20	67	25	33
% Advanced	0	0	0	0	0
Number of students tested	5	5	3	4	3
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	0	0	0	0	100
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	1	2
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	60	80	100	50	100
% Advanced	20	0	0	0	25
Number of students tested	5	5	3	4	4
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	94	67	92	86	63
% Advanced	18	6	38	14	38
Number of students tested	17	18	13	14	8
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) Grade 8 Reading

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	92	100	89	69	68
% Advanced	16	35	37	38	41
Number of students tested	25	20	19	13	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	3	1	2
% of students tested with alternative assessment	0	10	16	8	9
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	85	100	91	63	43
% Advanced	8	38	27	25	29
Number of students tested	13	13	11	8	7
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	60	100	75	33	22
% Advanced	0	0	0	0	0
Number of students tested	5	3	4	3	9
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	0	0	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	1	1	1
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	100	100	75	75	67
% Advanced	17	0	25	25	67
Number of students tested	6	3	4	4	3
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	89	100	93	63	67
% Advanced	16	38	43	38	39
Number of students tested	19	16	14	8	18
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessments of Academic Readiness (STAAR) English I Reading

All Students Tested/Grade: 9

Edition/Publication Year: 2013

Publisher: Pearson Education, Inc.

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Satisfactory plus (+) % Advanced	71	81	83	90	100
% Advanced	10	6	42	20	23
Number of students tested	21	16	12	20	13
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	0	3	0
% of students tested with alternative assessment	10	6	0	15	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Satisfactory plus (+) % Advanced	73	75	100	60	100
% Advanced	7	13	33	20	0
Number of students tested	15	8	3	5	4
2. Students receiving Special Education					
% Satisfactory plus (+) % Advanced	67	50	67	67	100
% Advanced	0	0	0	0	0
Number of students tested	3	2	3	6	1
3. English Language Learner Students					
% Satisfactory plus (+) % Advanced	0	100	0	100	0
% Advanced	0	0	0	0	0
Number of students tested	0	1	0	1	0
4. Hispanic or Latino Students					
% Satisfactory plus (+) % Advanced	67	75	20	100	100
% Advanced	0	0	0	50	0
Number of students tested	6	4	2	2	1
5. African- American Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

6. Asian Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus (+) % Advanced	71	82	90	89	100
% Advanced	14	9	50	17	27
Number of students tested	14	11	10	18	11
10. Two or More Races identified Students					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Satisfactory plus (+) % Advanced					
% Advanced					
Number of students tested					

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- Native Hawaiian or other Pacific Islander Students
- Two or More Races identified Students

Changes in scoring are in part reflective of changing state mandated assessments with new scoring criteria. This causes the information in the data tables to present somewhat fragmented information. During the changes in state mandated testing Saltillo ISD showed substantial gains in 3rd grade Reading and Math from the TAKS to STAAR exams. Areas of performance improved for grade 4, 5, and 6 with the exception of 5th grade Science.

Sixteen percent of the population was alternatively tested due to a high number of special needs students in the district. Eight of the students served are for speech and language impairment. Twenty-four students have specific learning disabilities.

Parents often transfer their special needs children to Saltillo because the district is known for working well with special needs students to give them maximum learning opportunities. Although mainstreaming efforts are an integral part of their learning at Saltillo. These students still require assistance when taking state mandated exams due to the severity of their disability.