

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 Mrs. Kay Scott

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

Official School Name Santa Rita Elementary School

(As it should appear in the official records)

School Mailing Address 615 S Madison Street

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

City San Angelo State TX Zip Code+4 (9 digits total) 76901-4461

County Tom Green State School Code Number* 226903120

Telephone 325-659-3672 Fax 325-657-4094

Web site/URL http://santarita.saisd.org/ E-mail kay.scott@saisd.org

| | | |
|---|---|-------------------------------|
| Twitter Handle _____ | Facebook Page <u>www.facebook.com/srpemusic</u> | Google+ _____ |
| YouTube/URL <u>www.youtube.com/santaritagym</u> | Blog _____ | Other Social Media Link _____ |

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Carol Bonds E-mail: Carol.Bonds@saisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Angelo ISD Tel. 325-947-3838

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. Lanny Layman
(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):
- 17 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 24 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. 6 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 | 0 | 0 | 0 |
| K | 34 | 29 | 63 |
| 1 | 28 | 34 | 62 |
| 2 | 25 | 34 | 59 |
| 3 | 29 | 20 | 49 |
| 4 | 28 | 30 | 58 |
| 5 | 31 | 24 | 55 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 175 | 171 | 346 |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 37 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 57 % 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: 25%

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 | 44 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 43 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 87 |
| (4) Total number of students in the school as of October 1 | 346 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.251 |
| (6) Amount in row (5) multiplied by 100 | 25 |

7. English Language Learners (ELL) in the school: 0%
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Asian
8. Students eligible for free/reduced-priced meals: 41%
 Total number students who qualify: 146

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: 6 %
22 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.

- | | |
|-------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 2 Other Health Impaired |
| 0 Deaf-Blindness | 5 Specific Learning Disability |
| 0 Emotional Disturbance | 11 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

| | Number of Staff |
|---|------------------------|
| Administrators | 1 |
| Classroom teachers | 18 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 4 |
| Paraprofessionals | 5 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 4 |

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 19:1

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% | 97% | 97% | 96% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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

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

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

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

PART III – SUMMARY

Santa Rita Elementary School follows the San Angelo Independent School District’s mission to provide each student with a meaningful, challenging education, delivered in a safe learning environment that prepares our students to graduate from high school as lifelong learners. Our faculty, staff, parents, and community are committed to the same pursuit of excellence.

Santa Rita was named for the first big gushing oil well in the area. The Santa Rita Number One erupted on May 28, 1923. It could not be capped for a month and had two big blowouts per day. This began a drilling frenzy that lasted for years. New neighborhoods sprung up from the oil money that flowed into San Angelo, and before long, a school was under construction. Santa Rita Elementary opened Friday, February 18, 1927, with 247 students. At the time, it was considered “the pride of the neighborhood” and remains so until this day.

As a Title I school, Santa Rita currently serves 349 students in kindergarten through fifth grade. Forty-five percent of our students are Economically Disadvantaged, 47% At Risk, 5.73% are students with disabilities, 5% have 504 plans, 1.43% are English Language Learners, 6% are Gifted and Talented, and 1% of our students are homeless. Our attendance rate is 97%.

Through the changing demographics over the years, Santa Rita has maintained a strong and active Parent Teacher Organization (PTO). This organization supports and enriches our learning environment through events and fundraisers such as the Fall Festival, Walk-a-Thon, and Chili Supper. Santa Rita was named a Texas Business and Education Coalition Honor Roll School for many years. We have also been named a Gold Standard School. Other honors received include:

Exemplary Status on State Assessment 2001 -2012
Met Highest Standards possible on State Assessment 2013
Gold Performance Awards:
Reading/ELA 2004 -2013
Math 2004 -2012
Writing 2004-2012
Science 2004 -2012

Santa Rita is rich in tradition. Every year we have a Young Scholars’ Week during which students display their art, writing, science projects, experiments, collections, and technology accomplishments. On the last day of this special week, students have a talent show, a readers’ theater, and a science fair. In December, we partner with the Santa Rita Homeowners’ Association for the annual tree lighting in the Santa Rita Park where students sing Christmas carols as the trees throughout the park begin to twinkle with colorful lights. This event is followed by a Chili Supper in our cafeteria. For fifteen years, our partnership with Texas Bank employees has provided mentors for our students. In addition, a Student Success Initiative with Big Brothers/Big Sisters pairs each At Risk third grader with a mentor who stays with them for the rest of their school career. We were the first school in the district to have a Math and Science Night. On this night, teachers and staff collaborate with Angelo State University, the Upper Colorado River Authority, Shannon Medical Center and Butts Recycling to provide hands on activities for the students. Every May, our fifth grade class hosts a Senior Luncheon for all of the graduating seniors who attended Santa Rita.

Santa Rita has been one of the magnet schools for fourth and fifth grades Gifted and Talented program in the San Angelo Independent School District since 2000. Providing enrichment for all students is a school-wide priority. Extension activities, research, participation in the Texas Research Institute for Young Scholars (TRYs) program, and enrichment classes during and after school have had great success on our campus.

Santa Rita’s staff and students continually adapt to the ever changing educational needs of our society. In our 87 year history, Santa Rita has strived for excellence through teamwork, parent involvement, and community partnerships.

Over the last three years, members of our staff have been through extensive training in Professional Learning Communities (PLC). Our teams, both by grade level and vertically, participate in PLC meetings on a rotating basis in order to utilize this process to accomplish maximum student achievement. School administration and teachers evaluate student testing data and progress made during intervention. This format has proven to be extremely valuable for focusing on individual student needs and successes.

Visitors to our campus frequently comment on the warm, friendly environment. They are amazed at the quality of student work displayed in the halls and the friendliness and helpfulness of our students. When students were asked what makes Santa Rita so special, their reply was, "Everyone here is so kind and helpful. We want to learn, and the people who work here make learning exciting and fun."

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1a) San Angelo Independent School District's success is based on the Texas Education Agency's Performance Level Descriptors (PLDs). These descriptors provide a snapshot of students' academic strengths based on state assessment performance. PLDs are statements that describe the specific knowledge and skills that students typically demonstrate at each performance level:

State of Texas Assessment of Academic Readiness (STAAR) Levels of Performance:

Level III—Advanced Academic Performance
Level II—Satisfactory Academic Performance
Level I—Unsatisfactory Academic Performance

Texas Assessment of Knowledge and Skills (TAKS) Levels of Performance:

Commended Performance – considerably above state passing standard
Met Standard – at or above state passing standard
Did Not Meet Standard – below state passing standard

Santa Rita's Instructional Framework outlines the expectations students are to master at each grade level. Lead4ward supports this framework by outlining the Texas Essential Knowledge and Skills (TEKS) with a snapshot of the curriculum for each grading period. The expectations are then separated into two sets of standards, readiness and supporting. Within each set, there are reporting categories for each content area that mirror the state assessment. Students in grades 3-5 are tested in the required content areas set by the state.

Our mission of excellence supports our campus standards which are set above the state's expectations. Teachers work in grade level teams to plan and monitor instruction every three weeks to support this mission. Extensions and interventions are implemented based on individual student needs. The terminology of state assessment performance levels has changed over the years. Santa Rita has continued to achieve the highest rating possible.

1b) State data show that Santa Rita students consistently score above the state average. In four of the past five years, students scored in the 90th percentile or higher in reading and math for grades 3-5. During this time, the state adopted a new test which was more rigorous. Santa Rita continued to maintain high performance scores.

Challenge Labs are an important contributing factor to student achievement in 4th and 5th grade. Labs are set up weekly to provide depth and complexity in each core area of the curriculum. Classes incorporate hands-on instruction using best practices. In addition, extensions are developed to meet the needs of higher level learners.

Third grade students participate in math and reading camps four days a week prior to state testing. These camps allow for in-depth student instruction. Interactive games address various areas of weakness and motivate student learning.

During the 2011-2012 school year, the state of Texas transitioned from TAKS to STAAR moving to a higher standard of testing. Raising the bar and changing the performance levels showed a decrease in test scores. This decrease can be attributed to test reliability and validity. The data below compares Santa Rita to schools across the state.

3rd - 5th Math 2011-2012 transition from TAKS to STAAR:
Satisfactory: State-70%, Santa Rita-86% (+16%)

Economically Disadvantaged: State-71%, Santa Rita-75% (+4%)

Hispanic: State-66%, Santa Rita-78% (+12%)

White: State-81%, Santa Rita-88% (+7%)

All “Advanced” subgroups show percentages above the state averages.

During the transition year, test scores across the state decreased in every category. Santa Rita’s math scores dropped but maintained an average of 11% higher compared to the state average in grades 3-5.

Subsequently, scores dropped in the subgroups of Hispanic, White, and Economically Disadvantaged students. Additional curriculums have been implemented to address the deficits between TAKS and STAAR such as Young Mathematicians at Work and Kim Sutton’s 10 Block.

Young Mathematicians at Work helps students investigate real world problems and develop a deeper understanding of numbers and operations with hands-on materials. In this program, the focus is on the teacher as the facilitator and the student as the investigator discovering higher level math concepts using problem solving strategies.

Kim Sutton’s 10 Block uses music to help students remember math facts, skip counting, and number sense strategies. This daily ten minute program motivates students to learn facts and rules in an engaging, active manner instead of by traditional rote methods.

The data in the chart below reflects Santa Rita’s higher performance levels in reading as compared to the state average. The reading scores dropped, but averaged 9% higher compared to the state average in grades 3-5.

3rd – 5th Reading 2011-2012 transition from TAKS to STAAR:

Satisfactory: State-75%, Santa Rita-88% (+13%)

Economically Disadvantaged: State-76%, Santa Rita-86% (+10%)

Hispanic: State-69%, Santa Rita-82% (+13%)

White: State-86%, Santa Rita-90% (+4%)

All “Advanced” subgroups show percentages above the state averages.

In order to increase student performance in reading, flexible groups, Response to Intervention (RtI), were implemented to individualize instruction. After disaggregating the data, the lowest Student Expectations (SE’s) were identified and instruction planned. A targeted approach was implemented with Balanced Literacy which incorporates modeled, shared, guided, and independent reading building writing skills.

As evidenced by testing data, Santa Rita educators are successful at closing the achievement gap. The needs of students from various subgroups are identified and supported. Our ultimate goal at Santa Rita is for all students to be successful.

2. Using Assessment Results:

School leaders and faculty from Santa Rita Elementary constantly analyze assessment data to improve instruction and student learning. The data collected from assessments are used to ensure quality instruction in the classroom. While planning lessons, teachers consider different styles of learning to meet the needs of all students. Santa Rita’s high performance is attributed to assessments being reviewed in order to present lessons capitalizing on multiple intelligences.

Before the school year begins, teachers disaggregate data which drive instruction for the coming school year. At risk, special needs, and gifted and talented students are identified to help teachers provide diverse lessons to meet individual needs. Throughout the year, our principal plans staff developments that incorporate the latest research of best practices to use in the classroom.

Once the school year has begun, teachers review assessment data during the Professional Learning Communities (PLC) block. At these meetings, teachers decide on effective practices to reteach skills. Interventions provide necessary scaffolding through small group instruction. Students who have mastered skills and are working at a higher level are provided opportunities for enhanced learning through small groups, research-based projects, or extension activities.

At the beginning of each six weeks, teachers view the instructional framework and determine a working outline. To minimize foreseeable problems, teachers are proactive when planning instruction. Weekly conferences provide the opportunity to discuss assessment data and individual student needs. Methods of instruction are compared while preparing next week's lessons.

Communication with parents is a key component for continued student success. Each grade level schedules individual parent conferences to discuss strengths and weaknesses of the child. In addition, campus administration meets with each student in grades 3-5 to set personal goals regarding the state assessment. Progress reports are sent home every three weeks, and report cards are issued at the end of the six weeks. Phone calls, emails, notes, and conferences keep lines of communication open and parents informed. Parents and school community are given the opportunity to become more informed about the STAAR test at an annual Title 1 meeting. During our yearly Math and Science Night, grade level brochures are distributed to detail dates and other pertinent information regarding upcoming state assessments. Each parent/guardian receives a state assessment report card sharing the previous year's data which depicts grade level results state-wide.

In traditional Santa Rita style, parents, students, and faculty demand high standards and exceptional learning. State data confirms that Santa Rita Elementary is a high performing campus. We expect success, therefore; we achieve success!

3. Sharing Lessons Learned:

San Angelo Independent School District views Santa Rita Elementary as a leader in implementing the highest quality education for all students. One of our strengths at Santa Rita is our continuous effort to share this passion with others.

Partnering with another elementary campus in the district, teachers, administrators, and specialists meet to collaborate and exchange ideas. This interaction allows us to network our resources, promote student participation, and increase rigor and relevance in instruction. The team effort motivates our teachers to be more reflective of strategies incorporated to achieve success.

The SAISD Administrative walk-through team has taken student work samples from Santa Rita to share with other schools in our district, which has promoted collective success. Our master teachers share their expertise to help new teachers implement best practices. Santa Rita hosted a visit for the SAISD New Teacher Academy, sharing ideas with over seventy new teachers. We also host a continuous cycle of reading practicum students and student teachers from Angelo State University. Many ASU students mentored at Santa Rita have become successful teachers.

Teachers dedicate numerous summer days to attend conferences and trainings to promote student achievement. One of the math trainings teachers attended was the Young Mathematicians Conference, where they worked together and shared ideas with other teachers in the district to help students understand basic math concepts. Teachers who attended these trainings shared innovative ideas with the entire faculty. One of our teachers has conducted presentations for the Texas Classroom Teachers Association (TCTA) sharing effective math strategies. Writing teachers attended the two-week long Pearl of the Concho Training, in which they submitted a lesson that was published into the Pearl of the Concho lesson database to be shared nationally with other writing teachers. In cooperation with the district initiative for Balanced Literacy, ELA Teachers K-5 attended a Balanced Literacy Training hosted by the Elementary Instructional Specialists to share strategies involved in the Balanced Literacy components. These trainings and events are a direct result of our district motto, "In Pursuit of Excellence."

We look forward to sharing our ideas and expertise, as well as obtaining innovative ideas from others nationwide.

4. Engaging Families and Community:

Santa Rita Elementary encompasses both a tight-knit family and a strong outreach to our community. Over the years, Santa Rita has developed programs that enrich a child's learning with parent and community involvement. These programs range from the arts and drama to math and science and beyond as students research global topics.

On our campus, we provide avenues to explore art and drama with enrichment classes both during the school day and after school. Based on the Renzulli Model, students choose an area of interest. Multiple foreign languages have been taught by parents, military personnel, and district employees after school. In the fall, students participate in the Eco Fair, a community fun-filled day that educates and builds ecological awareness. This special day focuses on water, our most precious natural resource. In addition, students create 'Trash to Treasures' and display for all to view.

We welcome opportunities to invite family and community on our campus. In September, grandparents come to school to visit classrooms and eat lunch with their grandchildren. In November, veterans are honored with a special ceremony.

Math/Science Night brings students, families, and the community together to stretch their minds. Partnering with Angelo State University, the Upper Colorado River Authority, Butts Recycling, and other organizations allows participants to experience hands-on math and science activities. Families have a chance to interact, experience, and ask questions about our world. Networking with college students helps plant the seed for higher education.

Sharing one's gifts and talents is our theme for Young Scholars, a day where art, music, gymnastics, collections and more are displayed or performed for all to see. In addition, we have an annual science fair. Family members and our greater community celebrate the many talents of our students. Our halls are transformed into an art gallery, showcasing imaginations at work.

Our final event of the year is our Walk-a-thon where students and families come together to raise money for our school. This event promotes a healthy lifestyle. A walking course is designed for competitive laps at each grade level. It is a successful day for all as parents, volunteers, alumni, and high school students join the fun.

The inclusion and involvement of families and community members provides a rich learning environment.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Santa Rita’s curriculum aligns with Texas Standards and provides a foundation for the future success of our students. In addition to this groundwork, we incorporate our district’s instructional framework which includes the essential knowledge and skills. Teachers maximize instruction and set high expectations for all students. Critical thinking is woven throughout the curriculum. Students are expected to reason and use their depth of knowledge to comprehend, analyze, and create at the highest levels of Bloom’s Taxonomy.

The English/Language Arts (ELA) curriculum at Santa Rita Elementary connects all areas of language development. Instruction focuses on vocabulary, fluency, and comprehension across multiple genres. School-wide activities promote the joy of reading using popular and classic literature. Students create stories, plays, and poems to perform for a variety of audiences. Students receive 120 minutes of ELA instruction daily. Primary grades focus on phonics, shared and guided reading, and writing. Intermediate grades 3-5 integrate a broad range of fiction and nonfiction literature, building a bridge between reading and other core subjects. In order to meet individual needs, 30 minutes of small group intervention is built into the 120 minute ELA block.

Mathematics curriculum addresses core math concepts such as numbers and operations, algebra, geometry, measurement, probability, and processes. Students utilize problem solving skills through real world situations and build their conceptual understanding of mathematical vocabulary. Applying mathematical skills such as measuring, calculating, estimating, and problem solving, students created duct-tape billfolds and purses to sell. Hands-on project give the students a glimpse of the business world. Math is vertically aligned with 90 minutes of engaging, rigorous instruction.

Instruction in science is integrated throughout the curriculum. The partnership with Region XV and the Texas Regional Science Collaborative incorporates the use of journaling, research-based projects, and investigations using the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate). Texas Research Institute of Young Scholars (TRIYS) provides opportunities for students to explore, research, present findings, and implement projects on areas of concern and need for our world. For example, building awareness of storm water pollution, planting gardens using native plants, xeriscaping, and disease prevention are a sampling of student initiatives.

Social Studies is taught using a multi-faceted approach. Field trips, dramatic re-enactments, live museums, theatrical performances, and community projects promote an awareness of community. Recycling paper, plastic, and cardboard has become an ongoing learning experience. Thematic units of study include The Iditarod, Lewis and Clark Expedition, and Immigrants Build Texas. Traveling through time, students experience a unique field trip in our community where they reenact a school day in the 1880s at historic Fort Concho. These activities foster responsibility, respect, and a commitment to making our world a better place.

Our Enrichment classes have been developed and created in order to extend student learning. Brain research indicates the importance of multifaceted teaching strategies. To support this research, Santa Rita designed extension classes meeting individual interests. Classes are offered quarterly both during and after school. Language classes have included French, Spanish, Mandarin Chinese, and sign language. Students have choices ranging from gardening with San Angelo Master Gardeners Club, soil and water conservation analysis through the Upper Colorado River Authority (UCRA), different mediums of art with the San Angelo Museum of Fine Arts and local artists, piano lessons, dance, or cooking. Students interested in physical activities choose from a variety of sports such as: disc golf, gymnastics, tennis, and fishing. In the visual and performing arts, a local theater director has assisted a variety of casts with productions.

Technology is taught and embedded throughout the curriculum. Literature and technology meet when students showcase what they have learned through the creation of book trailers, videos, trading cards, and a collage of presentations. Problem-based video scenarios maximize critical thinking required for

mathematical problem solving. The learning and use of technology facilitates individualized research and allows students to develop and design products in the areas of science and social studies.

In addition to the forty-five minutes of daily PE/music class, our school promotes nutrition and physical fitness encouraging children to eat healthy and stay active. This transitions into attentive and involved classroom learners.

2. Reading/English:

Santa Rita Elementary's curriculum and instruction is based on a balanced literacy approach. This technique provides the highest possible level of instruction for our students. Balanced Literacy is a research-based method that incorporates modeled, shared, guided, and independent reading and writing.

Teachers model good reading strategies by utilizing various resources. Through the use of Making Meaning, teachers use questioning, clarifying, visualizing, predicting, and sharing ideas. This resource fosters a sense of responsibility toward independent reading and critical thinking. Saxon Phonics is implemented in primary grades to develop early reading skills. This program is utilized in our Response to Intervention (RtI) with the upper grades for those who still need phonics support. Reading Street by Houghton-Mifflin is used to guide and support all learners in grades K-5. Benchmark Education's guided reading materials, used in K-3, supports reading through a series of leveled, non-fiction readers that cover math and science topics. Classroom teachers implement workstations as a component of Balanced Literacy. Workstations vary depending on the grade level and individual student needs. These stations encompass core curriculum standards to support a balanced curriculum approach.

At the beginning of the year, we assess all students using IStation. The students are then leveled Tier I- Core Instruction, Tier II- Group Intervention, and Tier III- Intensive Intervention. Students in different tiers receive 120 minutes of weekly intervention using Read Naturally which builds fluency and comprehension, critical thinking through various genres and Saxon Phonics. They receive these interventions through the RtI process. Classroom teachers, tutors, and paraprofessionals work with small groups focusing on targeted skills. Tier I students use this time to research specific topics using technology and to analyze novels that extend their knowledge. Certified, retired teachers support the RtI process and provide high quality instruction in all three tiers.

Our goal at Santa Rita Elementary is to maximize learning by strategically planning as a staff and implementing strong reading instruction. Soaring to new heights, students become life- long learners. Success is making a difference in the lives of our students. Happiness is watching them grow because of it!

3. Mathematics:

Santa Rita's Math curriculum is structured around the District Instructional Framework. This framework is composed of Student Expectations based on Texas Essential Knowledge and Skills (TEKS) and includes the National Council of Teachers of Mathematics (NCTM) Standards. Each six weeks' instruction builds upon the previous expectations, beginning in kindergarten. Teachers collaborate and plan activities that support the expectations utilizing the state adoption, Macmillan McGraw-Hill's Texas Mathematics. Key campus math expectations include using academic vocabulary, application of the standard, problem solving at rigorous levels, and extensions to promote opportunities for all students.

Teachers integrate supplemental programs into daily lessons. Young Mathematicians at Work incorporates literature engaging stories which gain student interest and motivate them to participate in hands-on investigations which reinforce application of the standards. Saxon Math, a spiraled curriculum, is used in the primary grades to provide a solid foundational of skills. This program utilizes a morning math meeting and concrete hands-on activities to help students develop the building blocks of math. Creative Mathematics, a program that is focused on math fact fluency and vocabulary, incorporates music, chants, and games to solidify concepts. Intermediate grades utilize resources such as Exemplars, Target Math, and Problem Solver to promote critical thinking and problem solving.

Math is exciting at Santa Rita! Wonderopolis, 24 Challenge, and Sum Dog Regional Competition, engage our students competitively as they apply mathematical skills and see the value of math in the real world. Technology is also a key component in teaching the math curriculum. MimioTeach Interactive Whiteboards are used for interactive morning meetings, and IPAD lessons reinforce and enhance student participation. Santa Rita is currently piloting a web-based nationally competitive program that focuses on math standards K-5 called First in Math.

Common Formative Assessments and District Curriculum Checks provide data to guide instruction through our intervention process. Students who are not proficient in the tested skills receive additional targeted, small group instruction. Students who are proficient are given the opportunity to challenge their learning through extension activities.

4. Additional Curriculum Area:

The Santa Rita Physical Education (PE) and Music educators innovatively co-teach curriculum to produce a wonderful synergy of music and physical education. At Santa Rita, our mission is to help students become capable, productive, and contributing members of society as detailed by the Texas Essential Knowledge and Skills (TEKS). To develop these characteristics, we combine our PE and Music departments to bring about great change through big events and daily practices.

The extensive technology background of the team enables them to integrate technology into their lessons. Their classroom webpage, www.facebook.com/srpmusic, and video channel, www.youtube.com/santaritagym, offer parents the opportunity to enjoy viewing student learning in motion. Students are spotlighted to build self-esteem and inspire excellence in others. Using devices such as the Roku during workstations, they embrace the power of experts in their field to better educate the students. As students build self-confidence, the quality of their learning community expands and thrives.

In promoting mastery of the social development TEKS, one program that is offered to enrich student empowerment is radKIDS , a nationally recognized child self-defense program. In the program, students learn to safely resist aggression defensively. In doing so, students gain the self-confidence necessary to take care of their own safety, building positive classroom learners.

To build student productivity, our PE and music curriculum offers several opportunities to participate in events. In the regional Little Olympics, students compete against other students in track and field events. During Red Ribbon Week, a school-wide Dance-A-Thon unifies students by dancing to celebrate a drug-free life. The FitnessGram (an assessment used for the Presidential Youth Fitness Program) and Skippers (an after school jump rope program) encourage students to develop healthy lifestyles. To build community involvement, children learn the value of giving back to others through the American Heart Association's Jump Rope for Heart fundraiser and Christmas caroling at local nursing homes.

All students are given the opportunity to shine during PE and music. The enthusiasm of the PE and music educators provides an active, engaging, learning environment. Valued, healthy children transform into exemplary scholars.

5. Instructional Methods:

Santa Rita is a Title 1 school located in an affluent neighborhood. Our school has a diverse population both in ethnicities and student competencies. The goal as educators is to provide every student with a quality education.

The struggling learner is offered before and after school programs to help facilitate learning. Students may attend "homework house" after school to get extra help with assignments or they may come to school early and participate in computer-based learning to improve math and reading skills. Grades 3-5 offer after school tutoring to ensure students are successful in the classroom.

We utilize a Response to Intervention (RtI) team which consists of expert retired teachers. This team works with students in small group settings four days each week using proven interventions such as Saxon Phonics, Read Naturally, Making Meaning, or online programs including Lexia and IStation.

Educators at Santa Rita Elementary understand the importance of challenging our gifted population. Students are given the opportunity to participate in the Texas Research Institute of Young Scholars program (TRIYS) which allows them to compete with others across the district. We offer research group activities based on interest inventories to allow the gifted child to explore topics he or she enjoys. Teachers offer lesson extensions to accommodate the gifted learner's need for a more in depth exploration. We also participate in the Scripps National Spelling Bee allowing students the opportunity to compete on a national level.

Technology is a key component of any high performing school's success. We have two desktop computer labs and one laptop computer lab. All three labs are available for every classroom to utilize. We also have a portable IPAD cart that may be checked out by the teacher to help engage students. Classrooms have multiple computers with internet access, and are equipped with document cameras, MimioTeach interactive systems, televisions, and IPADs. Our PE coach and music teacher have gaming/video centers set up in the gym so students can play games that encourage them to get up and get moving, watch themselves dance to music online, or learn how to play instruments with the help of interactive teaching websites. Our PE and music classes are much more than dodge ball and choral singing!

The staff of Santa Rita strives to provide each learner with an education plan designed to meet the many diverse needs of our student population.

6. Professional Development:

Santa Rita's professional development approach focuses on preparing the teachers and support staff as they meet the needs of all learners. As the student populations has change, staff development has adapts to focus on diverse needs. Various programs and strategies are implemented to provide opportunities for professional growth.

Santa Rita Elementary embraces a mission to pursue excellence by training the staff in Professional Learning Communities (PLCs). Over the past three years, many teachers attended training by Solution Tree. After extensive preparation and collaboration, teachers implement and continue to build upon the curriculum. Through PLCs, the teachers discuss ways to enrich instructional strategies that promote active learning at all levels. These strategies strengthen and differentiate instruction. Daily schedules are adjusted to allow additional networking among teachers during the school day.

The incorporation of Thinking Maps I and II, a research based program, promotes visualization and allows students to have a concrete way to organize their thoughts. These thoughts are transformed into higher level products.

Professional Development on Ruby Payne's book, *Researched-Based Strategies Narrowing the Achievement Gap for Under-Resourced Students*, was provided for staff. Faculty members gained skills and strategies designed to meet the diverse needs of Santa Rita's changing population. Teachers acquired a better understanding of the importance of implementing these strategies to improve student performance. Teachers utilize methods found in *Socratic Questioning* by Barbara Mayo. Socratic Seminar provides an interactive model of the fundamentals of effective discussion. These in-depth discussions occur when students study text closely, listen actively, and share ideas and questions with others. This interaction is about accepting all answers, and encouraging students to think out loud and to exchange ideas openly while examining ideas in a critical, thoughtful manner.

The Santa Rita educational community continually strives to improve student success through targeted professional development.

7. School Leadership

Leadership at Santa Rita is a collaborative effort where everyone shares a sense of ownership in the success of all students. Each individual understands the importance of being a positive role model to ensure an optimal learning experience.

In the role as facilitator, the principal guides and motivates staff, students, parents, and community members to create a sense of unity, common vision, and responsibility. She meets with parents and students setting goals and objectives for student success. Her ongoing appearance in the classrooms provides an opportunity for students to share their learning experiences and interact with her in a positive manner.

Student success is attributed to the efforts of the Instructional Specialist who works with PLC members to identify student needs, organize RtI tutors, and provide teachers with needed curriculum and resources. She provides individualized instruction for students and oversees early morning tutoring.

Teachers are instrumental in the leadership of Santa Rita. They support the success of the entire school by serving on various committees. The campus Site Based Decision Making Committee consists of teachers from each grade level, community, administration and parent representatives. This committee updates the Campus Improvement Plan and makes pertinent decisions about curriculum, special events, and the campus budget. The Leadership Team consists of a master teacher from each grade level and campus administrators. This team identifies campus needs and facilitates changes in the classroom.

Santa Rita's Licensed, Professional Counselor (LPC) contributes to the success of Santa Rita through a Guidance and Counseling program. Each class receives weekly lessons to promote character building. These lessons motivate students to become productive citizens. Kelso's Choices, The Why Try Program, and The Nature of Study Skills are some of the resources utilized. Support groups are formed to help students cope with the loss of a loved one, divorce anger management, bullying, and peer relationships.

Students take on leadership roles through the Self-Manager program. Students share flag duty, crossing guard duties, aid teachers, and collect recycled materials from classrooms. Student Ambassadors escort visitors around the campus. Upper grade students are paired with lower grade students to participate in various activities to promote mentor relationships. A networked, campus broadcast gives students the opportunity to present announcements, current events, and accomplishments.

Good leaders are created by a caring, nurturing environment. At Santa Rita, all students are encouraged to become tomorrow's leaders by taking a leadership role today.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessment of Academic Readiness STAAR

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | Apr | May | May | Apr |
| SCHOOL SCORES* | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 96 | 76 | 95 | 100 | 100 |
| % Level III Advanced | 31 | 17 | 47 | 59 | 61 |
| Number of students tested | 48 | 58 | 60 | 59 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 2 | 3 | 3 | 2 | 0 |
| % of students tested with alternative assessment | 4 | 5 | 5 | 3 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 96 | 60 | 93 | 100 | 100 |
| % Level III Advanced | 27 | 10 | 33 | 59 | 33 |
| Number of students tested | 48 | 28 | 30 | 28 | 14 |
| 2. Students receiving Special Education | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 94 | 67 | 96 | 100 | 100 |
| % Level III Advanced | 18 | 17 | 26 | 43 | 17 |
| Number of students tested | 17 | 24 | 23 | 14 | 12 |
| 5. African- American Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |

| | | | | | |
|--|----|----|----|-----|-----|
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 96 | 82 | 97 | 100 | 100 |
| % Level III Advanced | 37 | 15 | 63 | 65 | 77 |
| Number of students tested | 27 | 33 | 32 | 43 | 33 |
| 10. Two or More Races identified Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Level III Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: 2012-2013 State of Texas Assessment of Academic Readiness (STAAR)
Level I Unsatisfactory Academic Performance
Level II Satisfactory Academic Performance
Level III Advanced Academic Performance
2011-2012 STAAR
Level I Unsatisfactory
Level II Satisfactory

Level III Advanced
2010-2011 Texas Assessment of Knowledge and Skills (TAKS)
Did Not Meet Standard
Met Standard
Commended Performance
2009-2010 TAKS
Did Not Meet Standard
Met Standard
Commended Performance
2008-2009 TAKS
Did Not Meet Standard
Met Standard
Commended Performance

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (STAAR® Alternate) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

The State of Texas Assessments of Academic Readiness Modified (STAAR® Modified) is an alternate assessment based on modified academic achievement standards. This assessment is intended for a small number of students receiving special education services who meet the participation requirements.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessment of Academic Readiness STAAR

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | Apr | May | May | May |
| SCHOOL SCORES* | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 93 | 88 | 99 | 95 | 99 |
| % Advanced | 35 | 25 | 65 | 68 | 62 |
| Number of students tested | 57 | 56 | 95 | 88 | 81 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 2 | 4 | 3 | 1 | 3 |
| % of students tested with alternative assessment | 4 | 7 | 3 | 1 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 90 | 80 | 97 | 92 | 97 |
| % Advanced | 29 | 17 | 47 | 60 | 67 |
| Number of students tested | 57 | 31 | 36 | 29 | 33 |
| 2. Students receiving Special Education | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 90 | 90 | 95 | 93 | 100 |
| % Advanced | 48 | 24 | 50 | 61 | 42 |
| Number of students tested | 21 | 21 | 22 | 28 | 24 |
| 5. African- American Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |

| | | | | | |
|--|----|----|-----|----|----|
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 94 | 83 | 100 | 96 | 98 |
| % Advanced | 24 | 27 | 71 | 71 | 67 |
| Number of students tested | 33 | 30 | 69 | 56 | 48 |
| 10. Two or More Races identified Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: 2012-2013 State of Texas Assessment of Academic Readiness (STAAR)
Level I Unsatisfactory Academic Performance
Level II Satisfactory Academic Performance
Level III Advanced Academic Performance
2011-2012 STAAR
Level I Unsatisfactory
Level II Satisfactory
Level III Advanced
2010-2011 Texas Assessment of Knowledge and Skills (TAKS)

Did Not Meet Standard
Met Standard
Commended Performance
2009-2010 TAKS
Did Not Meet Standard
Met Standard
Commended Performance
2008-2009 TAKS
Did Not Meet Standard
Met Standard
Commended Performance

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (STAAR® Alternate) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

The State of Texas Assessments of Academic Readiness Modified (STAAR® Modified) is an alternate assessment based on modified academic achievement standards. This assessment is intended for a small number of students receiving special education services who meet the participation requirements.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State of Texas Assessment of Academic Readiness STAAR

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | Mar | Apr | May | Apr |
| SCHOOL SCORES* | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 81 | 94 | 98 | 98 | 97 |
| % Advanced | 19 | 33 | 68 | 71 | 76 |
| Number of students tested | 53 | 94 | 91 | 83 | 96 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 2 | 2 | 3 | 1 | 1 |
| % of students tested with alternative assessment | 4 | 2 | 3 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 74 | 86 | 97 | 96 | 94 |
| % Advanced | 15 | 26 | 52 | 68 | 75 |
| Number of students tested | 27 | 37 | 31 | 41 | 36 |
| 2. Students receiving Special Education | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 80 | 78 | 97 | 96 | 94 |
| % Advanced | 15 | 17 | 55 | 52 | 69 |
| Number of students tested | 20 | 23 | 31 | 25 | 32 |
| 5. African- American Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |

| | | | | | |
|--|----|----|-----|----|----|
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 79 | 99 | 100 | 98 | 98 |
| % Advanced | 17 | 39 | 78 | 78 | 80 |
| Number of students tested | 29 | 67 | 54 | 51 | 60 |
| 10. Two or More Races identified Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: 2012-2013 State of Texas Assessment of Academic Readiness (STAAR)
Level I Unsatisfactory Academic Performance
Level II Satisfactory Academic Performance
Level III Advanced Academic Performance
2011-2012 STAAR
Level I Unsatisfactory
Level II Satisfactory
Level III Advanced
2010-2011 Texas Assessment of Knowledge and Skills (TAKS)

Did Not Meet Standard
Met Standard
Commended Performance
2009-2010 TAKS
Did Not Meet Standard
Met Standard
Commended Performance
2008-2009 TAKS
Did Not Meet Standard
Met Standard
Commended Performance

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (STAAR® Alternate) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

The State of Texas Assessments of Academic Readiness Modified (STAAR® Modified) is an alternate assessment based on modified academic achievement standards. This assessment is intended for a small number of students receiving special education services who meet the participation requirements.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessment of Academic Readiness STAAR

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | May | Apr | May | May | Apr |
| SCHOOL SCORES* | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 94 | 82 | 98 | 98 | 100 |
| % Advanced | 32 | 21 | 49 | 74 | 67 |
| Number of students tested | 47 | 56 | 59 | 58 | 47 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 2 | 5 | 3 | 2 | 3 |
| % of students tested with alternative assessment | 4 | 9 | 5 | 3 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 89 | 80 | 97 | 98 | 100 |
| % Advanced | 0 | 5 | 47 | 66 | 50 |
| Number of students tested | 47 | 27 | 30 | 27 | 13 |
| 2. Students receiving Special Education | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 94 | 78 | 96 | 93 | 100 |
| % Advanced | 13 | 9 | 48 | 64 | 43 |
| Number of students tested | 16 | 23 | 23 | 14 | 14 |
| 5. African- American Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |

| | | | | | |
|--|----|----|-----|-----|-----|
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 96 | 84 | 100 | 100 | 100 |
| % Advanced | 37 | 28 | 47 | 79 | 83 |
| Number of students tested | 27 | 32 | 32 | 42 | 30 |
| 10. Two or More Races identified Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: 2012-2013 State of Texas Assessment of Academic Readiness (STAAR)
Level I Unsatisfactory Academic Performance
Level II Satisfactory Academic Performance
Level III Advanced Academic Performance
2011-2012 STAAR
Level I Unsatisfactory
Level II Satisfactory
Level III Advanced
2010-2011 Texas Assessment of Knowledge and Skills (TAKS)

Did Not Meet Standard
Met Standard
Commended Performance
2009-2010 TAKS
Did Not Meet Standard
Met Standard
Commended Performance
2008-2009 TAKS
Did Not Meet Standard
Met Standard
Commended Performance

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (STAAR® Alternate) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

The State of Texas Assessments of Academic Readiness Modified (STAAR® Modified) is an alternate assessment based on modified academic achievement standards. This assessment is intended for a small number of students receiving special education services who meet the participation requirements.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessment of Academic Readiness STAAR

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 88 | 89 | 98 | 99 | 98 |
| % Advanced | 32 | 35 | 60 | 59 | 56 |
| Number of students tested | 57 | 54 | 95 | 87 | 80 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 2 | 3 | 3 | 2 | 3 |
| % of students tested with alternative assessment | 4 | 6 | 3 | 2 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 85 | 92 | 94 | 96 | 98 |
| % Advanced | 25 | 30 | 36 | 50 | 46 |
| Number of students tested | 57 | 30 | 36 | 28 | 33 |
| 2. Students receiving Special Education | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 76 | 86 | 91 | 96 | 96 |
| % Advanced | 14 | 29 | 48 | 50 | 25 |
| Number of students tested | 21 | 21 | 23 | 28 | 24 |
| 5. African- American Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |

| | | | | | |
|--|----|----|-----|-----|----|
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 94 | 89 | 100 | 100 | 98 |
| % Advanced | 39 | 43 | 65 | 62 | 66 |
| Number of students tested | 33 | 28 | 68 | 55 | 47 |
| 10. Two or More Races identified Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: 2012-2013 State of Texas Assessment of Academic Readiness (STAAR)
Level I Unsatisfactory Academic Performance
Level II Satisfactory Academic Performance
Level III Advanced Academic Performance
2011-2012 STAAR
Level I Unsatisfactory
Level II Satisfactory
Level III Advanced
2010-2011 Texas Assessment of Knowledge and Skills (TAKS)

Did Not Meet Standard
Met Standard
Commended Performance
2009-2010 TAKS
Did Not Meet Standard
Met Standard
Commended Performance
2008-2009 TAKS
Did Not Meet Standard
Met Standard
Commended Performance

The Texas Education Agency (TEA) has developed the State of Texas Assessments of Academic Readiness Alternate (STAAR® Alternate) to meet the federal requirements mandated under the Elementary and Secondary Education Act (ESEA), a federal education law previously known as No Child Left Behind. STAAR Alternate is designed for the purpose of assessing students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

The State of Texas Assessments of Academic Readiness Modified (STAAR® Modified) is an alternate assessment based on modified academic achievement standards. This assessment is intended for a small number of students receiving special education services who meet the participation requirements.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State of Texas Assessment of Academic Readiness STAAR

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jun | May | Jun | Jun | May |
| SCHOOL SCORES* | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 98 | 94 | 97 | 98 | 98 |
| % Advanced | 50 | 32 | 59 | 67 | 67 |
| Number of students tested | 51 | 94 | 92 | 82 | 82 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 2 | 2 | 3 | 1 | 2 |
| % of students tested with alternative assessment | 4 | 4 | 4 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 98 | 87 | 96 | 96 | 96 |
| % Advanced | 25 | 18 | 54 | 65 | 65 |
| Number of students tested | 51 | 37 | 42 | 41 | 41 |
| 2. Students receiving Special Education | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 70 | 83 | 94 | 92 | 93 |
| % Advanced | 30 | 9 | 42 | 48 | 48 |
| Number of students tested | 29 | 23 | 31 | 25 | 25 |
| 5. African- American Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |

| | | | | | |
|--|----|----|----|-----|-----|
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | 89 | 97 | 98 | 100 | 100 |
| % Advanced | 15 | 39 | 71 | 74 | 74 |
| Number of students tested | 27 | 67 | 55 | 50 | 50 |
| 10. Two or More Races identified Students | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Level II Satisfactory plus % Level III Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

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