

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Johnette Stribling

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

Official School Name Vega Elementary School

(As it should appear in the official records)

School Mailing Address P.O. Box 190

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

City Vega State TX Zip Code+4 (9 digits total) 79092-0190

County Oldham State School Code Number* 180902101

Telephone 806-267-2123 Fax 806-267-2146

Web site/URL http://vegalonghorn.com E-mail johnette.stribling@region16.net

Facebook Page

[https://www.facebook.com/pages/Vega-Independent-School-](https://www.facebook.com/pages/Vega-Independent-School-District/361902060547297)

Twitter Handle _____ District/361902060547297 Google+ _____

Other Social Media Link

YouTube/URL _____ Blog _____ SchoolWay App

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. Paul Uttley E-mail: paul.uttley@region16.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vega Independent School District Tel. 806-267-2123

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. Roger Brorman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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	7	6	13
K	7	5	12
1	10	8	18
2	7	8	15
3	14	11	25
4	10	13	23
5	9	14	23
6	11	15	26
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	75	80	155

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % 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 2013 - 2014 year: 15%

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, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	23
(4) Total number of students in the school as of October 1	157
(5) Total transferred students in row (3) divided by total students in row (4)	0.146
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 30 %
 Total number students who qualify: 46

Information for Public Schools Only - Data Provided by the State

The state has reported that 34 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 5 %
8 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

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

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 13:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	98%	98%	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 2014

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

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

Yes No

If yes, select the year in which your school received the award. 2006

15. Please summarize your school mission in 25 words or less: With a shared mission of excellence, Vega Elementary School staff, parents and community members work together to provide our students the foundation for life-long success.

PART III – SUMMARY

Vega Elementary School has high academic standards and exemplifies excellence in the community, in the school, and most importantly in the classroom. We are a farming, ranching, and wind energy community located in the Panhandle of Texas on Route 66. Vega is a great place to live, and it is evident when you see 4th generation children attending our school just as their great grandparents did. The generational tradition and family ties to this school conveys high academic expectations and high parent and community involvement. The town population of Vega is 900. We do accept transfers from neighboring districts. Parents wanting private school standards in a public education setting choose Vega for their children. A student's day starts with a free nutritional breakfast. Our elementary wing of the school was opened to the freshman class in 1964. Our school shares the same building as the Jr. High and High School. This unique arrangement provides multiple opportunities for our students to benefit socially and academically. Each Friday during football season is Adopt-A-Longhorn day, and fall sport athletes from the high school are assigned to each homeroom from 8:00-8:20. This Longhorn time is very exciting to our students. The students work, play, and interact with their heroes. At 8:20 all elementary students and staff line the hall and cheer as the varsity cheerleaders and band lead the football players down the hall. School spirit continues into the gym on Friday afternoons for pep rallies.

Our educational philosophy at Vega Elementary School is based on the belief that students are the center of our school. We take a holistic approach toward educating our students. We are a learning community, working together to provide an environment that meets the individual needs of all students and ensures them life-long success as productive members of society. Our K-6 students receive instruction in core subjects as well as attend classes in art, music/band, physical education, technology, and guidance. Children have different interests and learning styles and because they progress at different rates, we provide an educational program that is tailored to the talents and needs of each child while maintaining high standards of accountability. Our students serve our community and citizens in many ways such as Christmas caroling around town, collecting food for the local food pantry, or honoring our veterans with a music program. We maintain a district dress code that promotes pride and professionalism for staff and students. We expect good behavior choices, utilize student role models, and promote excellence with a well-rounded education.

Our 2011 Exemplary accountability rating from the Texas Education Agency (TEA) was applied to 2012 as well. TEA did not assign campus accountability ratings in 2012 due to the test transition from TAKS (Texas Assessment of Knowledge and Skills) to STAAR (State of Texas Assessments of Academic Readiness). In 2013, we received the highest TEA rating of Met Standard with Distinctions in Reading/ELA, Mathematics, and Top 25 Percent Student Progress. Once again, in 2014 we received the coveted Met Standard rating with Distinctions in Reading/ELA, Academic Achievement in Science, Top 25 Percent Closing Performance Gaps and Post Secondary Readiness. Our mission states through vision and commitment, Vega ISD creates a challenging learning environment that encourages high expectations for success. We strive to have our parents, teachers, and community members actively involved in and supportive of our students' learning.

Vega ISD added prekindergarten to our K-6 Title I campus during this 2014-2015 school year. Vega Elementary School employs twelve classroom teachers, one technology teacher, one special education teacher, three instructional paraprofessionals, and one principal. We also share with the high school eight ancillary teachers, a counselor, a registered nurse, an instructional technologist, a part-time speech pathologist, and a part-time diagnostician. Our student population is 155. Currently, our demographics represent four ethnicities: 1.93% Asian, 12.91% Hispanic, 83.87% White and 1.29% two or more races.

Vega Elementary School was previously honored with the National Blue Ribbon award in 2006. From the original staff, six teachers remain. Prior to 2006, our student population was considerably smaller. The national recognition played a role in attracting families wanting the best education for their children and the district decided to accept transfer students. Our average daily attendance (ADA) funding increased with the higher student enrollment. With the additional income, we were able to hire additional teachers and instructional paraprofessionals. The professionalism of the remaining "Blue Ribbon" teachers provided an excellent framework for the new staff. All classrooms have received significant technology upgrades that better facilitate instruction and improve student achievement. As a Title I district we serve a variety of

students and student needs: low socio-economic, at-risk, migrant, gifted and talented (GT), English Language Learner (ELL), dyslexic, 504, and Special Education (SPED) who are served through resource, content mastery and inclusion as needed. One hundred percent of the Vega Elementary School staff meets highly qualified status. We have a dedicated superintendent and school board that strongly supports our students and staff. An exceptional staff and principal, wonderful students, and a strong community working together make each day a great day to be a Longhorn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Texas Essential Knowledge and Skills (TEKS) are the foundation curriculum for all instruction. Our foundation for instruction is authentic student engagement based on the principles of Phillip Schlechty. When students are actively engaged in their own learning, they have a vested interest in achieving success. Each year we build a master schedule that provides each classroom teacher time to facilitate small and whole group instruction for core subjects. The TEKS must be taught with fidelity to ensure vertical alignment of the student expectations. In both our core and non-core classes, we rely heavily on the expertise of our staff and sound teaching practices when selecting resources to facilitate the TEKS. Teachers devote considerable time to planning lessons and gathering materials to teach because there is no text, digital, hands-on or video resource that encompasses all TEKS and meets the diverse learning needs of our students.

At Vega Elementary School we know the foundation of a good education begins with strong readers. At an early age, we get students excited about reading through daily read-aloud time, partner reading with upper elementary or high school students, and lessons from our librarian. We strengthen our older students' reading foundation and enthusiasm through genre Bingo, digital book reports, and daily independent reading time. The primary teachers place a strong emphasis on phonics and balanced literacy through an integrated curriculum. We utilize our basal series along with phonics and leveled readers to facilitate instruction with our younger students.

In our upper grade levels the basal series is also used. Whole group novel studies enrich student vocabulary and comprehension while targeting the higher spectrums on the Bloom's Taxonomy scale. Student interest is generated and maintained through purposeful literature. The library is a central part of the reading foundation and serves as a liaison with our parents. The library hosts book giveaways to promote reading at home. Our annual book fair services our staff, students, parents, and our community as well. The reading program serves as a bridge between home and the school in increasing student readability and comprehension. Effort and growth are celebrated and rewarded through classroom prizes or privileges, notes home from the principal, and accolades at an awards assembly.

We utilize an across the curriculum approach to English Language Arts balanced with targeted instruction. We provide extensive etymology word study to support vocabulary development. Poetry and modern day songs are used to engage the students in learning poetic devices and figurative language. Our students receive additional support from guest lecturers and writers. Varied techniques help our students in developing writing skills. All elementary students write Longhorn Fan Mail to the Jr. High and High School students on the eve of academic, athletic, or agricultural contests thus reinforcing skills and the youth mentor relationship while promoting school pride.

The newly revised TEKS have transformed the math curriculum instruction at all grade levels. Our recently adopted textbook integrates very well with our Promethean boards to engage our learners; unfortunately, it does not spiral the TEKS daily. Our previous practice of spiraling math skills has fostered student success; consequently, we supplement the textbook with sound curriculum resources to raise our students' achievement. Math journals are built into many classrooms to help back-up and support learning. Hands-on and minds-on techniques inspire the students to take more active roles in their learning. The depth, rigor, and complexity of the new standards are laying the foundation for student success for many years to come. Mastery of basic on grade level numerical sense and fact knowledge is essential for the extension of learning required of all students. Students reinforce and accelerate individualized skills through various software programs. Smaller class size and creative scheduling of instructional time has been instrumental to student success.

In Science, we utilize our newly adopted text and digital curriculum resources to facilitate the TEKS. We have an extensive collection of equipment and materials to engage students through the investigation process. We have hosted an Engineering Day and science fairs to challenge our students. On any given day

you may see students erupting volcanoes in our front courtyard, assembling electrical circuits, experimenting with stream tables, or charting weather trends. Prior to taking the STAAR Science test each year, our fifth grade students attend Safety Day camp that reinforces essential TEKS. Various text and digital programs have supported our instruction of the curriculum. As with math, student science journals bridge the gap between instruction and acquisition of learning. Supplementing and varying learning materials throughout our curriculum allows us to reach the multiple learning styles of our students.

Our community, our state, and the history of the United States are the fundamentals of our elementary Social Studies TEKS. At Vega Elementary School, we take a real-world approach to Social Studies through community service projects, field trips, and classroom instruction. Teachers facilitate the students' classroom instruction with TEKS based consumable newspapers and digital resources. Student learning is reinforced through research, classroom discussions, and projects. Students may also visit a local ranch, our town museum, and historical sights to see how American explorers affected the Texas panhandle. Our fifth-grade students share a special "We the People" vocal and movement representation of the U. S. Constitution during our Veterans Day program. In class instruction scaffolds the TEKS at each grade level to ensure student success on the state assessment in eighth-grade.

Vega Elementary offered four-year-old prekindergarten for the first time this year. In the past, we have struggled to provide our students in kindergarten a firm foundation for learning with the extreme variance in ability levels students started school with each year.

Texas does not offer a required curriculum for this program; instead, there are recommended guidelines that are organized into ten skill domains that support and build connections between and among all disciplines. These guidelines connect directly to the TEKS curriculum required of all students in grades K-3.

We bridge the gap between guidelines and core curriculum for reading by immersing our students in a print rich environment. The learning is extended through such things as: meaningful literature, writing activities, nursery rhyme charts, and environmental print. Center time includes activities such as patterning and sink/float experiments for learning Math and science.

The prekindergarten and kindergarten teachers work together to vertically align curriculum and kindergarten expectations. Children's social and emotional development is a great predictor of school readiness. Providing our youngest students an additional step between home and school is very important. Simple things such as guided play, station time, and carpet time are providing opportunities for these students to acquire foundational skills for social success.

2. Other Curriculum Areas:

The Vega Elementary School mission to create a challenging learning environment that encourages high expectations for success goes beyond the core curriculum. We provide extensive opportunities for our students to build diverse learning profiles. Our Visual/Performing Arts department includes elementary art, music, and band. Our K-5 students have either art or music for 45 minutes each day with sixth grade alternating between art and band. All K-6 students participate in a physical education class and receive technology instruction daily. All non-core classes are provided to all students. As a small school we are unique in providing such a well-rounded education to our students. All of the fine arts programs teach the appropriate curriculum found in the TEKS.

The elementary art program encompasses a building of knowledge, skill, and creativity from year to year based on the TEKS for grades K-6. Each year, techniques in painting, color mixing, watercolors, drawing, sculpture, ceramics, printmaking, batik, and many other hands-on projects and units are explored with emphasis on the Elements and Principles of Art and Design. Students are given TEKS-based opportunities for creative thinking and problem solving processes in their artworks, in addition to the studying of artists and their works. The various student artworks through the year are displayed in a community art show.

In music, our K-5 students compose, sing, play instruments, and dance with music TEKS-based activities and learning designed to encourage experimentation while reinforcing basic music knowledge. Students

learn about the instrument families and build vocabulary, per the TEKS. Students also experience cross-curricular learning using math, geography, and history to explore a variety of music. Students are encouraged in their personal musical endeavors with classroom talent shows and opportunities for solo or group acts during public performances.

In sixth grade beginning band, students focus on proper sounds, forming good habits, and music theory. The students work out of the Essential Elements curriculum to guide through the TEKS step by step for counting, proper foot tap, and proper technique on their instrument. The extensive reinforcement of self-direction needed to be a successful band student has been shown to positively impact student performance in the classroom.

Throughout our daily PE classes for K-6 students, high expectations for effort and skill development are expected and assessed through a program that ties directly to the physical education TEKS. The students learn that good sportsmanship, along with a positive attitude and hard work, are essential to being a strong player and student. Students participate in fundraisers to support children's health organizations and perform basketball drills as part of a half-time show. Each May, our school hosts a unique track meet for area schools that is run by the Vega High students. Each K-6 student is paired with an older student chaperone. This provides our students an excellent opportunity to better envision their future as a leader and role model to future Longhorns at long standing annual event.

Nutrition promotion and health education are addressed in a variety of ways utilizing the coordinated school health model. Health education is provided with a combination of instructional and physically active curriculums, further enhancing our TEKS learning. Our school district's registered nurse offers human growth and development lessons along with awareness and safety lessons. Our School Health and Advisory Council (SHAC) approves all health curricula. The SHAC sponsors a health fair every three years. The Vega Elementary staff participates in a district wellness challenge each year. Also, our staff and students actively participate in a national exercise and healthy choices program. In 2014, our school was designated as a touchdown school and honored with a visit from a former NFL player.

Technology has changed the way educators teach, how students learn, and how we communicate with our parents and community. All elementary students utilize classroom technology daily. We have a lab with twenty-eight computers that facilitates daily class instruction in the TEKS. All K-6 students receive extensive keyboard training as well as training in application programs. Through our lab and classrooms, students access grade level TEKS through software programs. Students follow individual learning paths to achieve mastery or accelerate learning beyond the current grade level TEKS in all core subjects.

In each classroom, our students have access to technology for instruction, assessment, support, and enrichment. Vega Elementary believes innovation begins in the classroom. Providing our students the skills and knowledge to compete in the competitive world of technology is critical to their current education and future success in society.

3. Instructional Methods and Interventions:

Purposeful differentiation of instructional methods, settings, and techniques based on the diverse and individual needs of our students is the essence of Vega Elementary School.

Teachers are empowered with choice in how they facilitate and provide effective, research-based TEKS instruction. Scheduling and staff assignments play a vital role in the academic achievement of our students. We strive to deliver a full range of educational opportunities for all learners. The master schedule is designed to optimize instructional time. Students in grades K-2 receive small group instruction for math and reading every day. We accomplish this through shared PE and computer times. For example, half of kindergarten and first grade go to PE together while the remaining students for each class receive small group and guided instruction in reading. Then, the students switch places. The K-2 students receive whole group math instruction by grade level. Then, small group guided practice for math is achieved in the same manner through shared computer times. The classroom teachers determine the students in each group. For the most part, these groups remain static; however, a teacher may make changes if necessary. We avoid

ability grouping to better meet the diverse ability levels in all students. When low, medium, and high performing students are intermingled into small groups, all students can be remediated and accelerated academically. The teachers in grades 4-6 are departmentalized. This practice narrows the scope of TEKS a teacher must cover and intensifies instruction for students. The master schedule for students in grades 3-6 provides large blocks of instructional time, typically ninety minutes in length for math and reading/ELA. Within the last three years we made a paradigm shift in how we teach our special education students. The Admission Review and Dismissal (ARD) committee determines instruction time for each student that can be facilitated in the regular education classroom with inclusion support. Moving these students away from isolated instruction in a resource setting, when appropriate, has resulted in more on level academic success. We have a "Super Lab" where all students can go for instructional support, intervention, and/or remediation as needed throughout the day. Extended classes beyond the school day are offered to students needing broad skill acquisition to achieve grade level success.

Our Response to Intervention (RtI) staff provides a tiered intervention approach to working with students struggling academically or behaviorally. Differentiating instruction is evident in many services we provide. Our dyslexia classes serve as a phonemic support in RtI, or an intense instruction that provides a consistent, repetitive, systematic program for improvement in word attack of automaticity and fluency for identified students. The Texas Primary Reading Inventory is utilized three times a year to screen K-2 students. This diagnostic instrument assists teachers in targeting instruction to build on grade level phonemic awareness, readability, and fluency skills. We provide visual phonics to help young learners experience phonics through a more active, engaging process. This technique of "signing" the sounds for phonics is a favorite with our students. Our ELL, special education, and 504 students may have individualized education plans that include modifications or accommodations that our teachers follow to facilitate on grade level instruction. Students may receive support to facilitate instruction such as: highlighted text, copy of notes, reduced answer choices, or extended time to complete an assignment. Our ELL students receive additional instruction from an ELL teacher to assist them in mastering the TEKS. Oral reading of children's literature is an excellent method used to expand their English language acquisition and vocabulary development.

In all learning arrangements, frequent monitoring of student progress enables the teacher to make results-based and individualized academic decisions. Data disaggregation of everything from daily assignments to benchmarks is instrumental in meeting the needs of all learners. Technology has greatly impacted curriculum attainment for our students. We utilize classroom electronics and the computer lab to access academic software, apps, and e-books for standards based instruction and assessment. Technology also serves as a medium for students to demonstrate understanding. We take a very proactive approach with instruction. For example, a student may be struggling on a specific math problem. The teacher could provide hands-on tutoring with the student to better understand the concept, provide a peer tutor, or select a software program to reinforce the skill. The student would be monitored through classroom instruction to determine if further assistance is needed. In all areas, and for all students, we maintain and provide high academic standards.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Texas students were assessed under TAKS until 2011 and the STAAR from 2012 to present. In the TAKS era, students could earn one of three measures of performance: Not Met Standard (a failing score), Met Standard (a passing score), or Commended Performance (a high passing score). Related to student performance on assessments in Texas, students can earn one of three performance ratings on STAAR: Level I: Unsatisfactory Academic Performance (a failing score), Level II: Satisfactory Academic Performance (an acceptable passing score), or Level III: Advanced Academic Performance (a high passing score). The state and the district share the expectation that all students earn at minimum a passing score on state assessments (Met Standard on TAKS or Level II: Satisfactory on STAAR). In the state of Texas the STAAR passing standards are being phased in for the Level II Satisfactory Academic Performance for all students. The state has extended the timeline for the passing standard phase in due to the rigor of the assessment.

During the 2009-2011 school years under the TAKS assessment Vega Elementary School earned the prestigious Exemplary status. There was no accountability rating system for Texas students assessed during the 2011-2012 school year. Our school received the desired Met Standard rating based on our 2012-2014 STAAR accountability results for our students.

During in-service at the start of each year, we disaggregate our state assessment results and look for ways to improve student achievement. At the conclusion of the TAKS assessments, Vega Elementary received overall scores for grades 3-6 of 99% passing in math and 100% passing in reading. There was a decline in our results with the implementation of the new STAAR assessment the following year. As we reviewed these results, we attributed this decline primarily to the complex questioning format and increased rigor of the STAAR assessments. As a result, our teachers received math and reading training through our service center to get a better understanding of the standards, how they vertically align and how they will be assessed. With the formal training and weekly team planning, our staff revised their instruction to address the more rigorous testing format and plan lessons to ensure the TEKS were taught with fidelity to ensure vertical alignment. In 2013, our students quickly reclaimed our states' highest exemplary standards for student achievement with 98% passing math and 94% passing reading. Despite the rigor of the new assessment 92% of our sixth grade students passed the STAAR reading assessment and 54% achieved the Advanced Academic Performance. This was an increase of 30% from the previous year's results.

Our 100% highly qualified staff facilitates, accelerates and remediates instruction for all students. We utilize a software-scanning program to compile information on TEKS and state testing objectives for benchmark and classroom data. We analyze this data to target student strengths and weaknesses. Some of our strategies in closing the learning gaps for all students include: immediate and continuous feedback with the student and parents, pullout/small group reteach instruction, and tiered intervention where the student receives instruction from a second or third teacher to master identified skill deficits. Our special education students are having great success through inclusion (least restrictive environment instruction). This method provides the students with one-on-one help during general classroom. We provide support for our ELL students and their families. Families of ELL students receive home access to language acquisition software through the school. The assessment results of our subpopulations often show greater fluctuations due to the small number of students served. These students receive all educational opportunities available to all students as well as those required and monitored through ARD, Language Proficiency Assessment Committee (LPAC), and 504 as applicable.

We believe teaching and assessment should be well balanced. Assessment should be done throughout the learning process and be used as a tool to communicate student abilities and dictate future learning. Teachers must track, and teach the students how to track their own performance. Assessment should include but not be limited to: classroom participation, formal and informal observations, authentic inquiry projects, student portfolios, and student reflections.

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

We utilize a variety of formative assessments and disaggregated data to guide instruction. Parents receive a syllabus for each class at the start of the school year explaining classroom routines, the parent portal to access their child's grades, teacher contact information, and student expectations.

The Texas Primary Reading Inventory (TPRI) is a one-on-one diagnostic instrument that tracks the reading development of students in grades K-2. We use this reading assessment to screen independent readers readability level three times a year. Teachers meet with parents after the first screening to explain the results, assist them in understanding what is required for TEKS mastery, and devise a shared plan for their child's achievement.

Teachers continuously monitor and assess student performance in all core subjects through daily work, assessments, and anecdotal notes. For example, students must show work on all math problems to alert the teacher to possible deficiencies. All students are expected to correct any problems missed to reinforce the correct skills. Individual student/teacher conferences are used for reinforcement and to allow students to gain responsibility for their education; leading to a mature student body that gains ownership of their own learning noting their personal strengths and weaknesses.

Benchmarks and the STAAR tests are given in grades 3-6. We utilize a data interpretation program to create, score, and disaggregate student assessments. For STAAR and TEKS, we can use analysis, performance, student expectation, and tutorial reports to extend and remediate student instruction. Students in 5th grade are under a Student Success Initiative (SSI) for the STAAR math and reading tests. These students are provided three opportunities to pass each STAAR test to be promoted. Parents receive information throughout the year about this test, their child's results, and an intervention plan if needed.

We use a language assessment to determine students needing English support. Our identified ELL students receive instructional pullout support to master grade level TEKS. We provide the use of a language software program for our ELL's and their families to promote long-term academic success. Screening and instruction are provided for dyslexia, GT learners, and Special Education (SPED) for students who are experiencing limited academic success in mastering grade level TEKS independently. Our diagnostician completes all testing for these programs. Parents are involved throughout this process and the decisions to be made in regards to the services provided for their child.

Communication with individual parents is achieved through: formal and informal conferences with the teacher and/or the principal, student daily planners, Thursday communication folder, progress reports, email, and the parent portal. We host Title I parent meetings to share and explain our STAAR results and current state/local assessment information in accordance with our Title I Parent Policy. Academic excellence is achieved through shared accountability with stakeholders and the dedication of our teachers.

Part VI School Support

1. School Climate/Culture

At Vega Elementary, we believe in empowering students through educational opportunities. Teachers facilitate lessons that hold students accountable through active engagement. Teachers set up classroom reward systems for achievement for all students. The nurturing rapport between students and staff fosters risk-free classrooms. Labels such as GT, ELL, SPED, 504, slow learner etc. are not used as an end destination or an excuse for complacency. Much like Howard Gardner, we see intelligence in all learners. We fully believe that it is our responsibility to provide all learners the individualized learning they need and deserve to surpass what is “expected” and achieve all that is possible. Through data disaggregation and teacher observation we are able to target areas for timely intervention or acceleration. We invest in our students’ academic, social, and emotional welfare. Fostering a working relationship with parents through open communication greatly impacts student success as well.

We support our GT students as well as our top learners maintaining an 85 average through Think Tank. These students have extended learning opportunities through research projects, TEKS based field trips, and exploring their core curriculum at a greater depth. Once a week students participate in Genius Hour by grade level. This enrichment time provides all students, especially struggling learners a new opportunity to exceed academically. Our students in grades 2-6 can participate in a University Interscholastic League meet each year. These meets complement the academic curriculum and are designed to provide students opportunity to acquire and demonstrate higher levels of knowledge and skills.

Providing outlets such as music/band, or art, PE, computers/electronics time, and even recess each day motivates and excites students. The various student artworks through the year are proudly displayed in a community art show. Each Friday during football season, fall sport athletes from the high school are assigned to each homeroom from 8:00-8:20. This Longhorn time is very exciting to our students. The students work, play, and interact with their heroes. At 8:20 all elementary students and staff line the hall and cheer as the varsity cheerleaders and band lead the football players down the hall. School spirit continues into the gym on Friday afternoons for pep rallies.

We invest in our students’ growth as citizens. We have a district counselor who provides class lessons, individual student counseling, and social counseling through Lunch Bunch. Students struggling socially eat together and visit or play games to practice social interaction. We have taken a proactive stance against bullying, exclusion, and general playground concerns by implementing our “Buddy Bench.” Our students in grades 3-6 may apply to be a “Peer Buddy.” These students help out peers that sit on the bench or appear to need a friend.

There is a very welcoming environment to our school that starts at 7:30 each morning. The principal and her secretary stand at the door and welcome all staff and students with a smile and greeting. Many students also initiate hugs from them as well. We have established a culture of respect, understanding, and commitment. We are an educational team that supports one another. The positive attitude and supportiveness exhibited by our principal is contagious. Random and purposeful acts of appreciation are the norm. Vega Elementary is truly a great place to be!

2. Engaging Families and Community

We have forged a collaborative partnership with our students’ families and our community. Our Site Based Decision Making Team (SBDMT) is representative of school staff, parents, and community business members. We serve together to create and monitor our Campus Improvement Plan (CIP). Our stakeholders are surveyed each year. The results of these surveys guide our goal setting for the CIP. Communication is the cornerstone to our success. Vega Elementary communicates through student planners, a Thursday calendar that includes all district events, Facebook, the local newspaper, by phone text or voice, our website, and a school app. Our parents may also sign up to use our parent portal to access grades and meal balances for their child. Parents may conference with teachers at least once each semester and as needed.

We have an open door policy for our parents to visit the classroom or teacher at any time.

Our Parent-Teacher-Organization (PTO) is exceptional. Our PTO hosts a carnival each year around Halloween. Students wear their costumes, and parents volunteer at game booths. This carnival reinforces the traditions from the good 'ole days with the focus on family. They provide monthly treats for staff and a district meal twice a year. The PTO rewards student achievements each nine weeks and at the end of the year for A/A-B Honor roll, good citizenship, and attendance. The PTO raises funds that are used for playground equipment, classroom materials, student needs and rewards, staff appreciation and school beautification. We are very fortunate to have such a wonderful organization of support for our students, staff and school.

All grade levels participate in community service projects. The sixth grade students do a wonderful community service project entitled – “The Added Gift Fund.” Students and community members are identified to receive some “additional” items under the tree. The students accept and give donations, plan a shopping trip, make budgeting decisions, shop in groups with parent volunteers, wrap the packages, and learn the true meaning of service. Our students participate in a musical performance and program annually for Veterans Day. Honoring the men and women that serve our country to protect our freedoms is very special opportunity for our school. Our students, the veterans, and their families are served a wonderful Thanksgiving meal prepared by our cafeteria staff. Our students are often guest speakers at the town Kiwanis meetings. We strive to make a positive difference in the lives of our students and the community around us.

The community of Vega can learn more about our school and students through local newspaper articles. We continuously post photos, comments, and articles through our website and Facebook account. We work with out local dairy farmers to host field trips and participate in our health fair. Students achieving Think Tank also tour community businesses such as: the feed yard, seed company, courthouse, grocery store, and bank. The students learn how these businesses contribute to the overall growth of our community and nation. These interactions allow relationships to begin developing between community members and our students. Our school and facilities are open to our community for outside of school interests such as: membership meetings and youth league sports practice. One of the joys of working in a small community is the many outside of school opportunities where educators can interact with students and parents. Our relationships with students and parents are intertwined with daily living. In this sense, our students are not just our students – they become more like our children. We really are the village that works together; consequently, our students are held to a higher standard.

3. Professional Development

As a Texas public school, we have seven required staff development days prior to the start of school each year. For individual growth, teachers are allotted two of these days each summer to attend workshops of their choice that will help them improve as an educator and impact student achievement. These days correlate to the Professional Development Appraisal System, which is used to assess teacher performance each year. The principal meets with each teacher in May for a summative conference to reflect and strategize on teacher performance.

The district (SBDMT) sets the remaining five days of professional development. Our principal and members from our campus SBDMT work together with the district team to provide training that is purposeful in meeting the needs identified in our Comprehensive Needs Assessments and our preliminary assessment results on the STAAR. Prior examples include training on new classroom instructional technology and K-12 vertical alignment of the TEKS for social studies and English language arts.

Throughout the school year, teachers attend individualized workshops to further their knowledge through coursework, peer observations, or attending conferences. School visits were instrumental in making the best decisions for our students when our campus transitioned to more inclusion for our special education population, and when we were researching the addition of a prekindergarten program.

For the campus, the principal serves as the instructional leader. The principal works with her staff to review concerns, celebrate successes, and explore student-centered ideas for classroom/school improvement. The principal and staff make professional development decisions that encompass research-based best practices and the targeted needs of our students. The disaggregation of daily classroom academic, social, or behavioral performance, and grade level assessments is central to making informed decisions for staff professional growth.

There was a need this year to provide campus-wide staff development in the core subject math. With the adoption of a new textbook and a realignment of the K-12 state math standards, professional development for our staff was vital to student success. The service center provided training that helped our staff tremendously. We are very fortunate to have an excellent service center that provides quality in-service opportunities for everything from instruction techniques to curriculum guidance as needed.

The Vega Elementary staff is a community of professionals that share, create, and learn together. Learning is not a destination for our staff or students. It is a process - exemplary practices promote exemplary results.

4. School Leadership

Leadership at Vega Elementary begins with our vision: Academic Excellence for All Students – School-Wide Accountability – Always Raising the Bar. Our school exemplifies this vision through its variety of leadership avenues.

Our principal works closely with the superintendent to follow his leadership and achieve the district vision and goals found in the District Improvement Plan (DIP). Our principal works diligently to influence change. As a result, Vega Elementary is a campus of leaders. The staff is empowered to play active roles in decision-making that affects the day-to-day classroom life. The principal provides support and encouraging motivation while maintaining high standards, expectations, and accountability. This allows instructional staff the freedom to do what is best for their individual classroom as long as it is effective. Immediate effectiveness is determined by student performance, principal observation, and parent feedback. Long-term vertical alignment is also used to determine the effectiveness of classroom instruction.

We have a caring, safe, and positive environment. Flexibility is a key component in the leadership philosophy at Vega Elementary. If something isn't working, the principal and staff work together to come up with solutions, even if it takes multiple efforts. Teachers are not expected to fit into a certain mold, but are encouraged to find the best way for their students to reach success in their classroom. Success comes in many forms such as: naming letters of the alphabet, moving up an independent reading level, mastering a timed math facts quiz, positive behavior choices, or achieving A Honor Roll.

Our leader is one who listens, is knowledgeable, compassionate, trustworthy, approachable, and inspiring. The principal maintains an open-door policy where teachers are encouraged to express cares and concerns. She is actively involved in day-to-day instruction through team meetings and walk-throughs. Problems and issues are constantly looked at through the lens of what is best for the students and their achievement. Our principal builds relationships with community members and parents, as well as teachers, support staff, and students. She views her position as a means to serve others. Each day she cleans tables and visits with students during lunch, calls to check on absent students, disciplines with dignity, shares her never-ending enthusiasm, and challenges us to be the best we can be. Each year students, parents, and school staff rate her exceedingly high in professionalism and respect on campus surveys. Our principal is also highly effective in retaining staff.

The principal takes her role of providing instructional staff with all of the tools needed for a successful learning environment for students seriously. This includes small-group meetings among grade levels to discuss vertical curriculum alignment and various site-based decisions for the school. The principal is constantly seeking out new technology, resources, and trainings to support the staff and ultimately students' learning. The principal serves as the liaison between the elementary staff, our PTO, the superintendent, and school board, always seeking improvement and what is best for the students.

Our school achievements directly mirror the leadership of our school, and that mirror shines brightly at Vega Elementary. Students and staff carry the torch of the vision set by the principal, who starts the process of academic excellence and raising the bar. Vega Elementary is in the business of making a difference in students' lives. Each individual employee, from the superintendent, to the principal, to the instructional staff, to the support staff, makes that commitment daily as a campus of leaders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	96	76	100	95
Advanced Academic Performance	33	42	24	43	63
Number of students tested	21	26	21	21	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	5	10	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	89	67	100	75
Advanced Academic Performance	22	22	33	33	25
Number of students tested	9	9	3	6	4
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance					
Number of students tested					
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	76	100	94
Advanced Academic Performance	44	48	24	45	65
Number of students tested	16	23	21	20	17
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes. The number of students who tested with an alternative or modified assessment includes students who took either TAKS M or STAAR M. The state of Texas administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. Given our small number of total testers, even 1 student taking the modified assessment exceeds the 2% mark.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	59	96	100
Advanced Academic Performance	36	35	14	57	43
Number of students tested	22	17	21	23	14
Percent of total students tested	100	100	95	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	6	0	4	14
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	50	100	100
Advanced Academic Performance	40	67	0	29	43
Number of students tested	5	3	6	7	7
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	68	95	100
Advanced Academic Performance	35	35	16	57	50
Number of students tested	20	17	19	21	8
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes. The number of students who tested with an alternative or modified assessment includes students who took either TAKS M or STAAR M. The state of Texas administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. Given our small number of total testers, even 1 student taking the modified assessment exceeds the 2% mark.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	92	100	96	100	100
Advanced Academic Performance	28	31	23	58	47
Number of students tested	25	26	26	19	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	8	0	11	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	67	100	83	100	100
Advanced Academic Performance	33	11	0	50	20
Number of students tested	6	9	6	10	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	95	100	100	100	100
Advanced Academic Performance	29	33	22	57	53
Number of students tested	21	24	23	14	17
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes. The number of students who tested with an alternative or modified assessment includes students who took either TAKS M or STAAR M. The state of Texas administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. Given our small number of total testers, even 1 student taking the modified assessment exceeds the 2% mark.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	96	82	100	100
Advanced Academic Performance	41	42	18	67	68
Number of students tested	27	26	17	24	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	8	6	0	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	88	100	100
Advanced Academic Performance	17	13	13	25	40
Number of students tested	6	8	8	8	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	96	83	100	100
Advanced Academic Performance	46	39	17	73	74
Number of students tested	24	23	12	22	19
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes. The number of students who tested with an alternative or modified assessment includes students who took either TAKS M or STAAR M. The state of Texas administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. Given our small number of total testers, even 1 student taking the modified assessment exceeds the 2% mark.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	96	100	100	100
Advanced Academic Performance	52	31	24	57	79
Number of students tested	21	26	21	21	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	5	10	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	89	100	100	100
Advanced Academic Performance	56	11	33	50	50
Number of students tested	9	9	3	6	4
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	56	35	24	60	82
Number of students tested	16	23	21	20	17
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes. The number of students who tested with an alternative or modified assessment includes students who took either TAKS M or STAAR M. The state of Texas administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. Given our small number of total testers, even 1 student taking the modified assessment exceeds the 2% mark.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	88	86	100	86
Advanced Academic Performance	36	24	23	52	36
Number of students tested	22	17	21	23	14
Percent of total students tested	100	100	95	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	6	0	4	14
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	67	83	100	86
Advanced Academic Performance	20	33	17	29	29
Number of students tested	5	3	6	7	7
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	88	95	100	88
Advanced Academic Performance	40	24	26	52	50
Number of students tested	20	17	19	21	8
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes. The number of students who tested with an alternative or modified assessment includes students who took either TAKS M or STAAR M. The state of Texas administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. Given our small number of total testers, even 1 student taking the modified assessment exceeds the 2% mark.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	96	100	88	100	100
Advanced Academic Performance	32	31	15	32	42
Number of students tested	25	26	26	19	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	8	4	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	83	100	83	100	100
Advanced Academic Performance	17	33	33	20	20
Number of students tested	6	9	6	10	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	91	100	100
Advanced Academic Performance	38	33	13	36	47
Number of students tested	21	24	23	14	17
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS 2010-2011; State of Texas Assessment of Academic Readiness 2012-2014</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	92	71	100	100
Advanced Academic Performance	37	54	24	38	50
Number of students tested	27	26	17	24	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	8	6	0	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	88	63	100	100
Advanced Academic Performance	17	25	13	13	40
Number of students tested	6	8	8	8	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	91	83	100	100
Advanced Academic Performance	42	52	25	41	53
Number of students tested	24	23	12	22	19
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Where no data is displayed the subgroup did not meet the minimum size requirements for reporting purposes. The number of students who tested with an alternative or modified assessment includes students who took either TAKS M or STAAR M. The state of Texas administered the STAAR Modified assessments for the final time during the 2013-2014 assessment cycle. Given our small number of total testers, even 1 student taking the modified assessment exceeds the 2% mark.