

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Phillip Zwicke

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

Official School Name Luther Thomas Elementary School

(As it should appear in the official records)

School Mailing Address 525 North Nelson Street

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

City Falls City    State TX    Zip Code+4 (9 digits total) 78113-0399

County Karnes County    State School Code Number\* 128904

Telephone 830-254-3551    Fax \_\_\_\_\_

Web site/URL http://www.fcisd.net    E-mail zwickep@fcisd.net

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Tylor Chaplin    E-mail: chaplnt@fcisd.net

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

District Name Falls City ISD    Tel. 830-254-3551

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. Patrick Jarzombek

(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**

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**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

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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)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 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. 2 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	12	10	22
1	10	17	27
2	8	6	14
3	14	20	34
4	9	9	18
5	22	9	31
6	11	19	30
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	86	90	176

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 20 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 78 % White
  - 0 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 10%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1	176
(5) Total transferred students in row (3) divided by total students in row (4)	0.097
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 2 %  
3 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 28 %  
 Total number students who qualify: 50

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 28 % 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: 6 %  
11 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>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	98%	98%	98%
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

<b>Post-Secondary Status</b>	
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.

15. Please summarize your school mission in 25 words or less: The Mission of FCISD is to educate all students to their highest potential in a safe small school setting with highly qualified staff providing infinite instructional opportunities.

## **PART III – SUMMARY**

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Falls City is a small, rural community of 611 people in Karnes County, approximately forty-five miles south of San Antonio on U.S. Route 181. Officially founded in 1893, the area was settled predominantly by Polish-Catholic immigrants living in the area so that they could receive rail services from the railroad which ran through the area and to take advantage of the San Antonio River and its nearby waterfalls. Always a small community, Falls City has relied on its geographic location as well as farming and access to natural resources such as oil, natural gas, and uranium to provide for the economic needs of the community.

Today, the Falls City community is served by a high school, middle school, and elementary school which services grades K-12. The original community school, built in 1931, was a Catholic school with an enrollment of about one-hundred students. In 1938 the community's first public school was constructed and a high school was added in 1950. Today, Falls City ISD's Luther Thomas Elementary provides instruction for 176 students (roughly  $\frac{3}{4}$  White and  $\frac{1}{4}$  Hispanic) in grades K-6 in Falls City and the surrounding communities of Hobson, Cestohowa, and Pawelekville.

Educationally, Falls City ISD schools, Luther Thomas Elementary included, have traditionally performed at or near the top when it comes to ranking districts in the state of Texas. We have a history of receiving an "exemplary" rating as an elementary campus and continue to score well above the state standards in reading, math, science, and writing on every version of our state's assessment tests. Not only does our campus and district perform well on standardized tests, but our district has a great tradition of graduating 100% of our senior classes and sending the large majority, or over 80% of our graduating classes onto places of higher education. Compared to a state average of 69%, Falls City ISD students not only graduate and go on to places of higher education, but 85.7% stay on and complete their first years in higher education, which can be attributed to the strong educational foundation our students receive during their time in Falls City ISD schools. Additionally, Falls City schools perform well when compared to other schools in our state in student attendance rates. Our district has an attendance rate of 97.8%, which is several percentage points higher than the regional and state averages by comparison.

Numbers and statistics aside, the schools that make up Falls City ISD are successful because we adhere to a few basic tenets that we have developed over time and refuse to compromise on. Strong community support, hard-working and highly qualified personnel, and the creation of strong relationships between our staff and students, are the tried and true methods of our success as a campus and district. It would have been difficult, if not impossible, to be as successful as we have been as a campus and district and to have maintained that success without these basic tenets to guide us.

One of the key tenets of our success at Luther Thomas Elementary and Falls City ISD as a whole, is the way in which the school and the community are linked together. Much of what happens in the Falls City community revolves around the school's calendar and schedule. Parents and other community members plan their vacations, personal days, and sometimes their daily schedules to align with the school's academic and extracurricular events. It is not unheard of to have the entire community packing the stands at a Friday night football game or crammed into our gym to see an elementary academic awards ceremony. In a word, Falls City ISD is Falls City; it always has been and always will be.

Having highly qualified personnel who are willing to work to achieve student success has also been instrumental to the success of Falls City ISD schools. We have a staff that knows their craft, works hard to stay up to date with new trends and methodologies in education, and works together to help our students be successful. Sixty-five percent of our districts teachers have been educators for ten years or more. Their years of service have allowed them to become experts in their craft, much to the benefit of our students.

Finally, our staff's ability to foster relationships with the students that we serve has greatly enhanced our ability to provide our students with quality instruction. Our teachers and staff know our students and their families, so they have a vested interest in our students' success. These relationships are what causes our teachers to take it personally when our students are not being successful, and then work with the students and their parents to address the problem. Our teachers have created many additional opportunities, with the

help of our parents, for our students to receive the extra support that they might need, whether it be in the morning before school starts, after school, during their lunch, or by arranging their schedules to accommodate their student's needs.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

One of the main factors for the success of our students at Luther Thomas Elementary is the curriculum that our staff has developed and continues to refine yearly. Each of our core subject curriculum: math, reading, science, social studies and English language arts, were designed with an eye towards teaching the standards, or Texas Essential Knowledge and Skills elements, required by the State of Texas. Also, using the TEKS as our guide, our teachers do a very good job of planning lessons that are vertically and horizontally aligned across the grade levels with the TEKS. This structure, as well as the support from our administration, school board, and community, has allowed us to develop curriculum and instruction that meets the needs of our students.

The reading curriculum at Luther Thomas Elementary is based on genres. In lieu of textbooks, our teachers use novels that are aligned to the TEKS and questions that are developed from the released state assessments. Our teachers and administration, based on their previous experiences, successful teaching practices, and student successes, decided that a move away from using the textbook and focusing on the use of novels to teach multiple genres was the best method for our students' needs. The emphasis from day one is on teaching our students how to think. Another aspect of our reading instruction that begins on day one is the attention that we give to our readers. As with reading, our curriculum for English language arts is guided by the TEKS' readiness and supporting standards. As with reading, the curriculum that we use for English language arts is based on our teachers' experiences, best teaching practices, and what works best for our students. Our English language arts curriculum focuses on creating interactive notebooks, guided writing, peer editing, and group discussion to reinforce the skills that they will need in English.

The math curriculum and instruction at Luther Thomas Elementary is one that is constantly evolving due to the changing of the TEKS in math. Our teachers feel that it is important to use the TEKS Clarification document to understand the depth and rigor of each of the TEKS they must teach. It is also important for them to use resources and lessons that are reflective of the rigor and questioning strategies of the new TEKS; as well as making instruction relevant to what our students see in their everyday world. Basic skill development, such as addition, subtraction, multiplication, and division must remain fluent. Bell ringer or warmup activities are one way that we provide our students with the opportunity to maintain their fluency with their math skills on a daily basis.

Science and social studies, the final two core subject areas, are covered in what we feel is a unique way that works best for our limited personnel. In 3rd and 4th grade, we combine science and social studies into three week blocks so that each six weeks our students receive instruction in both subject areas. In 5th and 6th grade, we combine social studies with English so that we can increase the rigor of our social studies curriculum by adding the writing component to the assessment and student work. As in our other core subjects, our teachers use the TEKS Clarification document to understand the depth and rigor of each of the TEKS they must teach. Many of the projects, experiments, and other assessments in both of those core subjects are done using different technology applications and are very much hands on, which engages our students and makes the learning relevant to them.

RTI, Response to Intervention, begins from day one of our school year for all of our students in all of our core subject areas. Prior to each school year, our staff meets to review student assessments and other testing data to determine whether students will need to receive Tier I, II, or III levels of intervention. Intervention time is provided each week for all levels of student achievement in either a one-on-one setting, in small groups during the daily intervention period, or before and after school as needed. Opportunities for interventions are also provided for all students both before school and during our daily scheduled RTI period each day. Finally, our district also makes available a large portion of the technology that we have as a district to assist our teachers with their RTI procedures.

## **2. Other Curriculum Areas:**

Whenever the word curriculum is thrown about, most people, immediately begin discussing math, reading, or one of the other “core” curriculum. What is often overlooked is the additional curriculum areas, such as art, music, physical education/health, and technology. At Luther Thomas Elementary, we do not overlook these other curriculum areas; we feel they are an important component of our students’ daily/weekly schedules.

Our music, art, physical education/health, and technology programs are worked into our students’ schedules in the periods after lunch (10:30-11:10 K-2nd and 11:00-11:40 3rd-6th). We feel that our flexible scheduling ability allows us to include these other curriculum areas without having to sacrifice any of our core instructional time. Due to this flexibility with our schedule, every grade level on our campus gets a forty-five minute art and music class one day a week and a forty-five minute physical education/health class each day. Additionally, technology/computer classes are offered twice per week for fifty minutes either in a computer lab setting or by using one of our campus’ four laptop carts. Also, we schedule a RTI (Response to Intervention)/Study Skill period for each student in 1st through 6th grades, which allows our teachers to reinforce or reteach concepts to struggling learners as well as those who need opportunities for extra practice. Finally, our afternoon schedule affords us the ability to incorporate our Gifted and Talented program into our students schedule using either the RTI period or the study skills period, whichever best benefits our students.

Including art, music, physical education/health, and technology/computers in our school’s curriculum affords us the ability to develop our students’ learning in ways that supplement the core subjects. Our art and music activities help to foster their critical thinking, creativity, and decision making skills. Cross-curricular activities are another aspect of our curriculum that is enhanced by our other curriculum. For example, each year our students in grades 1st through 6th compete in several county-wide art competitions, science poster competitions, and historical poster competitions. Students at Luther Thomas Elementary also have the opportunity to use their art and music skills each year to benefit the community through various projects and activities. Our students in grades K-4 have multiple opportunities to perform at local nursing homes and other community functions, in addition to school sponsored holiday events. 5th and 6th grade students, who participate in band, are also given various opportunities to perform at concerts and other community events.

Another non-core curriculum area that we feel helps us to develop well rounded students is our physical education/health program. Our school district has a long history of athletic as well as academic success. Elementary students in our district want to be a part of those same athletic traditions that their older siblings, parents, and other family members have been a part of in Falls City for generations. Keeping kids active, we feel, is beneficial to their learning. They need time to play in both organized and unstructured environments, which our physical education/health program allows them to do. Also, our kids love to play and be outside so our philosophy is that as long as you are putting in your time and effort in the classroom, we are going to give you time to go play and compete. To achieve our goals and beliefs for physical education, each student in grades K-6 receives one-hundred and thirty-five minutes of physical education/health instruction per week, which is aligned with the TEKS objectives for each grade level.

Finally, another non-core curriculum that our district has invested time and effort into is our technology/computer program. Falls City ISD has gone through great lengths and effort to increase the technology that is available to our students. This access has opened up tremendous opportunities for our students and staff to increase the quality, rigor, and relevance of our instruction and intervention programs. Each summer our teachers spend professional development time aligning and preparing technology lesson that are based on grade level TEKS and best practices. Programs and other learning apps have increased our district’s ability to provide extra instruction and interventions for all of our students on a daily basis.

## **3. Instructional Methods and Interventions:**

Luther Thomas Elementary uses the Texas Essential Knowledge and Skills, or TEKS, as the basis for all of the curriculum in all of our content areas. Teachers are given the latitude to develop their instruction to meet the needs of the diverse learning styles in their classrooms, using the TEKS as their guide. Much of our

instructional decision making processes are data-driven, focusing on previous years testing data, chapter and unit assessments, benchmark testing using released STAAR (State of Texas Assessments of Academic Readiness) test questions, and STAAR test review materials. During our summer in-service time prior to the start of the school year, our teachers work to both vertically and horizontally align our curriculum. This is a very useful exercise for our staff because it eliminates redundancy, gives teachers the opportunity to have meaningful discussions about our students, and helps us to eliminate any possible gaps in our instruction. Also during our in-service time, teachers in our campus' various instructional committees, such as our Gifted and Talented committee, our Special Education Department and 504 committee, and our Texas English Language Proficiency Assessment System (TELPAS) committee, will meet to make decisions on what types of instructional practices will allow us to best accommodate our students' instructional needs.

Another component of our success at Luther Thomas Elementary is centered around the creation of our teaching pods. While our Kindergarten, 1st, and 2nd grades are self-contained, we have grouped grades 3rd/4th and 5th/6th together so that our students have the opportunity to experience multiple teaching styles throughout their school day. Another advantage that our pod structure allows us is that our teachers have the opportunity to become experts at the subject they teach because they only have to focus on that particular subject area.

Every student at Luther Thomas Elementary receives differentiated instruction, RTI (Response to Intervention), and a study skills period as a part of their daily schedule. Our students in special education and ESL receive instruction based on the inclusion model with opportunities for small group instruction as needed. While our Tier 1 interventions are largely carried out within the classroom, Tier II interventions are taken care of during our dedicated RTI period and Tier III interventions are handled in our Learning Lab and through the use of instructional aides in each classroom. We have found that our strong technology support, has greatly enhanced our Tier instruction and have provided our students with increased opportunities for practice and remediation. These programs have also given us a more accurate and up-to-date picture of where our students are in terms of their reading levels and where they stand in math.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

When looking at the results of the past five years' worth of assessment data, one could make the case that Luther Thomas Elementary is doing great work when it comes to educating its students. While that is a tribute to our students, staff, and our community, the results also show areas where we can improve. Fortunately, resting on our laurels is not an option we are afforded or one we would choose.

Over the past five years, there have been several factors that have contributed to some significant gains in our reading and math scores. We have reviewed the setup of our grade levels and subjects and have moved away from the self-contained model in grades 3-6, towards a more departmentalized pod structure. Team-teaching strategies, grade/pod level meetings, and an increased focus on improving overall and advanced scores have helped us to improve student achievement. Adjusting our daily schedule to create a dedicated period for RTI and tutorials for all of our students, has also begun to pay dividends. We have also made more efficient use of our time during our school day, such as opening our Learning Lab/I-Station Lab prior to the start of school, and giving our students the option of going to tutoring during lunch as part of our OFI (Opportunity For Improvement) time.

The most significant factors that we feel have contributed to our weaker areas has been the changing of the state assessment and the increased mobility of some of our sub pop groups. In the 2011-2012 school year, Texas changed its state assessment from the TAKS to the STAAR test, which increased the rigor and standards from the previous test. Also, our district has seen an increase in the movement of students into and out of our district as a result of our area's proximity to the Eagle Ford Shale region.

In areas where we have experienced gaps in our scores and performance, we have reviewed our data to identify causes and develop solutions to address them. We have adjusted teaching assignments, reduced class sizes by creating multiple sections in each grade, alleviated some of our teachers' workload by changing the structure of our daily schedule, and creating common planning periods for our grade level pods. These changes have allowed us correct some of our faults and streamline our educational process to the benefit our students and staff.

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

The disaggregation of assessment data is one of the most useful tools that educators have at their disposal. It requires educators to reflect on their methods, have open and frank discussions about their methods, and then take appropriate actions to address the needs of their students.

When we look at the data from our assessments, we feel that it is important to look at the entire spectrum of assessments that we use to measure student success. Teachers at Luther Thomas Elementary have access to a wealth of data about our students and their classroom performance. For us, the data disaggregation process starts by looking at our most basic data, daily observations, and daily grades. From there, we then use benchmark tests, one each semester, unit tests, and unit projects to monitor and assess our students' progress. At Luther Thomas Elementary, our teachers also regularly pull data from the different instructional programs that we use in our district, such as I-Station, Study Island, and Think It Through Math. With this data, our teachers and support staff can plan and implement appropriate lessons and strategies to make sure that our students are provided with a variety of opportunities for success.

The final component of our data assessment strategy involves our duty as a district to inform our educational stakeholders about our students' progress. One way we keep our stakeholders informed is through the use of the Parent Portal function of our gradebook program. This function allows parents to track their students' progress with up-to-date grade reporting and email alerts that are sent to them. Another way we keep our community informed of our educational progress is by regularly sending out press releases to our local newspapers and by posting information on our website. Finally, every six weeks we host an awards ceremony for each grade level in which we invite our parents and community to attend so that we can celebrate our students' academic and good character successes with those who have a vested interest in that success.

## **Part VI School Support**

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### **1. School Climate/Culture**

One of the most successful indicators of a school's success can be measured by looking at the school's culture. The climate of a successful school is one that is not solely focused on the academic aspects of student growth, but also addresses a student's emotional and social growth as well. Successful schools also understand that in order to help students, teachers have to have a stake and feel valued in the educational process also.

At Luther Thomas Elementary, we take great pride in the culture that we have created for our students and teachers. Values such as good character, helping others, honesty, having a strong work ethic, setting goals, and maintaining high standards are all highly valued on our campus. These values are the basis of the "hidden curriculum" that drives our daily instruction.

Each six weeks we take the time to honor our students' academic and character achievements by hosting grade level award ceremonies. We invite parents to attend and stagger the times for each grade level ceremony so that parents can attend any and all that they may choose to. We like parents to attend because they have had a huge influence on their children's success and we want them to share in the honors. At each ceremony we announce the recipients of our honor roll, other academic achievements, as well as acknowledging and awarding them for their good character.

Another way we provide Luther Thomas Elementary students with a positive environment is by honoring their achievements as often as we can. Each week, every teacher in every grade level, plus the principal, selects an "Eager Beaver" for the class and school. This person is selected because he or she best represents the qualities that we value in our students. Each week the Eager Beaver is rewarded with a free ice cream and at each six weeks awards' ceremony, they receive an affirmation, certificate, and button to wear. The results of this campaign have been tremendous; for little cost and a few kind words, our students make a conscientious effort to honor those characteristics that we value as a school.

As important for us as it is to reward and positively influence our students, we feel equally obligated to show our teachers how much we value them in our school's culture as well. Our teachers are given the means, the structure, and the support from administration to do their jobs. We allow our teachers great latitude in how they manage their classrooms and curriculum. By the same token, we have processes in place, such as our teaching pod structure, common planning periods, mentoring programs, and professional development to help our teachers when they need assistance.

### **2. Engaging Families and Community**

Luther Thomas Elementary has an obligation to the people and community of Falls City to provide its citizens with a quality, life-long education in the safest environment possible. This is our product and it only sells if our consumers, the community we serve, feels there is a connection to the product.

Family and community are integral to the core beliefs that we at FCISD value. The families that make up the Falls City community look to the school as a community institution. From parent volunteers to members of our PTO, our parents take an active role in supporting our school. It is not uncommon to see nearly the entire community at any of our school functions or our entire student body at a community function. Our students have supported the community through various activities ranging from raising money for Breast Cancer Awareness at our annual "Pink Out" pep rally to honoring local Veterans at our annual Veterans Day program. Our students have also been instrumental in raising money and providing support to local families in need.

One of the best examples of the interaction between our community and school is evident at our annual Hamburger Night/Open House Night, which we host during second week of September. Our senior students organize and run the event, with the help of community donations. This provides an opportunity

for our students, their parents, and our staff, to get together to meet and discuss what is happening in our school. We also use this opportunity to conduct school sponsored meetings, such as our athletic parents meeting, our annual Title I meeting, and a “state of our school” meeting with the community. After these meetings, the Open House portion begins where our community can come meet teachers, get a hamburger from our senior class, and view our school.

In addition to multiple school events that our community can attend, our school district also provides several services and opportunities to serve that benefit the community as well. One of the most successful services has been the Parent Portal program we provide for our parents. This allows our parents to track the progress of their student’s grades, behavior, and upcoming events. We also have had great turnout for our Six Weeks Awards’ Ceremony that we host each six weeks. Parents can come and take part in the celebration of their students’ academic and good character successes, as well as getting an opportunity to interact with their children’s teachers. Parents also have the opportunity to interact with their children through activities such as our Kindergarten’s “Come Read With Me” program and our second/fifth grade’s Reading Buddies Program, which gives parents the opportunity to read with their kids and model for them the importance of reading.

### **3. Professional Development**

At Falls City ISD, our philosophy towards professional development is that it is an opportunity to provide our teachers and staff with the information, strategies, and instruction that we need to maintain our educational edge. When deciding what professional development opportunities to offer our teachers, the administration at Falls City ISD takes into account teacher input, as well as the needs of our students.

One of the most recent changes to the way FCISD handles professional development is how our professional development is provided. In the past, our teachers have had to travel for almost two hours to the Region III Educational Service Center in Victoria, or over an hour to the Region XX ESC in San Antonio. We decided that it would better suit the needs of our teachers if we could bring the majority of the professional development opportunities to them, so our district began using an online program called PD 360. This service provides our teachers with online videos and trainings that can be custom tailored to suit the needs of our teachers and administration. PD 360 has also allowed our district to assign certain professional development topics, in addition to giving our teachers some leeway in terms of what options they can pursue. Now our teachers can take part in professional development in a setting that is more convenient and better suited to their instructional or self-improvement needs. As a result, teacher interest and participation in professional development activities has increased.

Since the process by which we provide our teachers with professional development has become more efficient, professional development at FCISD can now focus on teacher training that is based on the needs of our students and staff. Trainings, such as Region XX’s “Taking Apart the TEKS” with Nancy Seidensticker, has increased our teachers’ awareness of their subject area TEKS and how to address their implementation in the classroom. Not only was this training helpful in studying our TEKS, but it gave our teachers some insight into how they can be addressed so that all levels of learners and students’ different learning styles can benefit. Another session we have seen positive results from has been from our district’s new District Share Initiative. What our District Share Initiative allowed us to do was to have our teachers meet with teachers from other districts in our area who are similar to us and share ideas on how they meet the needs of their students. From this, our teachers were able to gather some really useful ideas that they have been able to implement in their classrooms, as well as to pass along some of our successful procedures to help the other districts’ teachers.

### **4. School Leadership**

At Luther Thomas Elementary, our administration’s leadership philosophy boils down to one thing, keeping the main thing (the success of our students) the main thing. School leadership at our school is hierarchical, like anywhere else there is management, but also flexible and collaborative. At the top level is the principal, whose job is to maintain the daily operations of the school, provide structure for the campus’

educational processes, and to make sure that teachers are provided with the means to ensure student success. Working with the staff, through meetings, discussions, data disaggregation, and observations, it is the principal's job to address areas of concern, as well as areas of success, and work to implement plans and actions to increase the successes of the educational process on our campus. Also, the principal's role also includes being a community liaison, keeping the community up-to-date on school events and student achievement, in addition to providing a measure of customer service to the community. And, as the sole administrator on our campus, the principal has to be able to delegate tasks to the other members of the staff, for example, tasks involving curriculum decisions, RTI procedures, monitoring student progress, testing, and data disaggregation.

In order to provide the oversight that the managing of an elementary school requires, our principal has a variety of tools available. Walk-throughs, both formal and informal, weekly reviews of teacher lesson plans and objectives, semester and annual reviews of the curriculum, and grade level/subject area meetings, provide our principal with the information about our school and its students. Decisions are also based on discussions with the campus and district site-based committee, as well as with input from staff, high school administrator, and the superintendent. Also, the implementation of our campus' current pod structure in grades three through six, the implementation of multiple team teaching strategies, the modifying and changing of teaching assignments, and the streamlining of our school's daily schedule, have all enhanced efficiency of our educational process as well.

As each year goes by and our staff and students change, it is important to remember why we do this job and what our priorities are. It is the understanding of this that truly determines whether or not a school and its leaders are successful. While visiting our school it would not be uncommon to see our administrator covering classrooms, assisting with cafeteria duty, administering tests to students when our learning lab is full, or standing out in the inclement weather to greet/send-off students each day. We cannot ask the people we serve: students, parents, teachers, and community members, to take on the challenges and workload we require to be successful if our administrator does not model that behavior also.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>2010-2014 Math TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	79	93	81	90	89
Advanced Academic Performance	5	7	19	48	31
Number of students tested	19	29	27	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	5	0	7	14	10
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	67	100	78	50	75
Advanced Academic Performance	0	0	11	25	0
Number of students tested	3	9	9	4	4
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	100	100	50	100
Advanced Academic Performance	100	0	0	25	33
Number of students tested	1	1	3	4	3
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	33	83	75	67	67
Advanced Academic Performance	0	17	0	0	33
Number of students tested	3	6	8	3	3

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>5. African- American Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	88	96	83	94	93
Advanced Academic Performance	6	4	28	56	33
Number of students tested	16	23	18	18	15
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

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

**NOTES:** In 2011-2012, the Texas Education Agency changed the measure for how schools receive their accountability as well as the standards themselves. Instead of using the TAKS test to measure student performance, we began using the STAAR test instead. Now, instead of receiving a "met standard" or "commended" grade on the TAKS, students earn either a Level II score for passing or a Level III score for performing at the highest level standard.

We also have options for testing students who were unable to take the standard version of the TAKS or the STAAR. The TAKS-M and STAAR-M are modified versions of the standard TAKS and STAAR tests that were designed for students who receive special education services or meet the participation requirement for these tests. In order to qualify for a STAAR-M test, a student's ARD committee must make sure that the student meets several qualifying factors, such as: academic function and achievement that is multiple years below his or her grade level, an inability to progress at the same level as his or her non-disabled peers, an IEP that contains accommodations for modified content of grade level material, or the student requires modified or differentiated instruction to perform at grade level.

Another version of the standard STAAR test that some students may qualify to take is the STAAR-Alt, or alternative test, which is designed for students receiving special education services due to a severe cognitive or learning disability. To qualify to take the STAAR-Alt test, the student's ARD committee must make sure that he or she meets the following requirements: there is a severe cognitive disability, specialized supports must be in place in order for the student to perform at grade level, the student requires a modified setting in order for instruction to be effective, the student has the skills to participate on their grade level TEKS, the student demonstrates knowledge and skills through performance tasks.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>2010-2014 Math TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	100	96	96	100	96
Advanced Academic Performance	59	38	22	64	63
Number of students tested	29	26	23	22	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	9	5	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	83	100	100	83
Advanced Academic Performance	67	17	25	50	33
Number of students tested	9	6	4	6	6
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	1	3	2	1
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					0
Advanced Academic Performance					0
Number of students tested	0	0	0	0	1
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	50	100	86
Advanced Academic Performance	63	0	0	33	43
Number of students tested	8	4	2	3	7
<b>5. African- American Students</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above		100			
Advanced Academic Performance		100			
Number of students tested	0	1	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	95	100	100	100
Advanced Academic Performance	57	43	24	67	71
Number of students tested	21	21	21	18	17
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above				100	
Advanced Academic Performance				100	
Number of students tested	0	0	0	1	0
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:** In 2011-2012, the Texas Education Agency changed the measure for how schools receive their accountability as well as the standards themselves. Instead of using the TAKS test to measure student performance, we began using the STAAR test instead. Now, instead of receiving a "met standard" or "commended" grade on the TAKS, students earn either a Level II score for passing or a Level III score for performing at the highest level standard.

We also have options for testing students who were unable to take the standard version of the TAKS or the STAAR. The TAKS-M and STAAR-M are modified versions of the standard TAKS and STAAR tests that were designed for students who receive special education services or meet the participation requirement for these tests. In order to qualify for a STAAR-M test, a student's ARD committee must make sure that the student meets several qualifying factors, such as: academic function and achievement that is multiple years below his or her grade level, an inability to progress at the same level as his or her non-disabled peers, an IEP that contains accommodations for modified content of grade level material, or the student requires modified or differentiated instruction to perform at grade level.

Another version of the standard STAAR test that some students may qualify to take is the STAAR-Alt, or alternative test, which is designed for students receiving special education services due to a severe cognitive or learning disability. To qualify to take the STAAR-Alt test, the student's ARD committee must make sure that he or she meets the following requirements: there is a severe cognitive disability, specialized supports must be in place in order for the student to perform at grade level, the student requires a modified setting in order for instruction to be effective, the student has the skills to participate on their grade level TEKS, the student demonstrates knowledge and skills through performance tasks.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>2010-2014 Math TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	100	100	96	96	100
Advanced Academic Performance	44	46	24	71	64
Number of students tested	25	24	25	23	25
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	17	50	17	67	50
Number of students tested	6	6	6	6	6
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	0	0	0	100	100
Number of students tested	1	2	2	1	2
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	20	0	0	71	50
Number of students tested	5	2	5	7	6
<b>5. African- American Students</b>					
Satisfactory Academic		100			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance		0			
Number of students tested	0	1	0	0	0
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	100				
Advanced Academic Performance	100				
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	100	95	100	100
Advanced Academic Performance	47	52	32	75	68
Number of students tested	19	21	19	16	19
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above			100		
Advanced Academic Performance			0		
Number of students tested	0	0	1	0	0
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>2010-2014 Math TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	96	93	100	96	100
Advanced Academic Performance	34	31	48	68	57
Number of students tested	29	29	29	28	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	0	7	7	10
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	86	88	100	100	100
Advanced Academic Performance	14	25	29	75	0
Number of students tested	7	8	8	8	2
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	67	100	100	100	100
Advanced Academic Performance	33	0	33	50	0
Number of students tested	3	1	3	2	3
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	100		100		
Advanced Academic Performance	0		0		
Number of students tested	1	0	1	0	0
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	75	100	100	100	100
Advanced Academic Performance	0	0	11	60	33
Number of students tested	4	5	9	5	3
<b>5. African- American Students</b>					
Satisfactory Academic	100				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	0				
Number of students tested	1	0	0	0	0
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					100
Advanced Academic Performance					0
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	96	91	100	96	100
Advanced Academic Performance	42	39	65	70	62
Number of students tested	24	23	20	23	26
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above		100			
Advanced Academic Performance		0			
Number of students tested	0	1	0	0	0
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

**NOTES:** In 2011-2012, the Texas Education Agency changed the measure for how schools receive their accountability as well as the standards themselves. Instead of using the TAKS test to measure student performance, we began using the STAAR test instead. Now, instead of receiving a "met standard" or "commended" grade on the TAKS, students earn either a Level II score for passing or a Level III score for performing at the highest level standard.

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>2010-2014 Reading TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	95	97	96	90	100
Advanced Academic Performance	42	45	33	71	79
Number of students tested	19	29	27	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	5	0	4	14	11
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	89	100	50	100
Advanced Academic Performance	67	44	33	25	75
Number of students tested	3	9	9	4	4
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	100	100	75	100
Advanced Academic Performance	0	0	0	50	100
Number of students tested	1	1	3	4	3
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	100	67	100
Advanced Academic Performance	33	33	25	0	100
Number of students tested	3	6	8	3	3
<b>5. African- American Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	94	96	94	94	100
Advanced Academic Performance	44	48	39	83	73
Number of students tested	16	23	18	18	15
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>2010-2014 Reading TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	97	100	100	100	96
Advanced Academic Performance	57	31	52	68	46
Number of students tested	29	26	23	22	24
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	13	5	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	83
Advanced Academic Performance	56	33	25	67	17
Number of students tested	9	6	4	6	6
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	0	100	100	100	100
Advanced Academic Performance	0	0	33	0	100
Number of students tested	1	1	3	2	1
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					0
Advanced Academic Performance					0
Number of students tested	0	0	0	0	1
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	86
Advanced Academic Performance	38	25	0	100	14
Number of students tested	8	4	3	2	7
<b>5. African- American Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above		100			
Advanced Academic Performance		0			
Number of students tested	0	1	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	95	100	100	100	100
Advanced Academic Performance	62	33	57	61	59
Number of students tested	21	21	21	18	17
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above				100	
Advanced Academic Performance				100	
Number of students tested	0	0	0	1	0
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>2010-2014 Reading TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	100	100	100	96	100
Advanced Academic Performance	40	50	44	50	64
Number of students tested	25	24	25	23	25
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	8	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	50	33	100	100	83
Number of students tested	6	6	6	6	6
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	0	0	50	0	0
Number of students tested	1	2	2	1	2
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	40	50	100	100	33
Number of students tested	5	2	5	7	6
<b>5. African- American Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above		100			
Advanced Academic Performance		0			
Number of students tested	0	1	0	0	0
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above	100				
Advanced Academic Performance	100				
Number of students tested	1	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	37	52	42	63	74
Number of students tested	19	21	19	16	19
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above			100		
Advanced Academic Performance			100		
Number of students tested	0	0	1	0	0
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>2010-2014 Reading TAKS and STAAR</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2010</u>
<b>Publisher:</b> <u>TEA/Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	96	93	100	96	100
Advanced Academic Performance	41	34	38	57	60
Number of students tested	29	29	29	28	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	10	0	7	7	10
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	86	100	100	88	100
Advanced Academic Performance	57	38	14	38	50
Number of students tested	7	8	7	8	2
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	67	100	100	100	100
Advanced Academic Performance	33	0	33	100	33
Number of students tested	3	1	3	2	3
<b>3. English Language Learner Students</b>					
Satisfactory Academic Performance and above	100		100		
Advanced Academic Performance	0		0		
Number of students tested	1	0	1	0	0
<b>4. Hispanic or Latino Students</b>					
Satisfactory Academic Performance and above	75	100	100	100	100
Advanced Academic Performance	0	40	0	60	33
Number of students tested	4	5	9	5	3
<b>5. African- American Students</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	100				
Advanced Academic Performance	0				
Number of students tested	1	0	0	0	0
<b>6. Asian Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Satisfactory Academic Performance and above					100
Advanced Academic Performance					0
Number of students tested	0	0	0	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>9. White Students</b>					
Satisfactory Academic Performance and above	96	91	100	96	100
Advanced Academic Performance	50	30	55	57	65
Number of students tested	24	23	20	23	26
<b>10. Two or More Races identified Students</b>					
Satisfactory Academic Performance and above		100			
Advanced Academic Performance		100			
Number of students tested	0	1	0	0	0
<b>11. Other 1: Other 1</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
<b>13. Other 3: Other 3</b>					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
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