

**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 Mrs. Bonnie Stewart

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

Official School Name Harper Middle School

(As it should appear in the official records)

School Mailing Address 23122 West Hwy 290 P.O. Box 68

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

City Harper                      State TX                      Zip Code+4 (9 digits total) 78631-0068

County Gillespie County                      State School Code Number\* 086902041

Telephone 830-864-4044                      Fax 830-864-4748

Web site/URL http://www.harper.txed.net/                      E-mail deckert@harper.txed.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. Chris Stevenson                      E-mail: cstevenson@harper.txed.net

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

District Name Harper ISD                      Tel. 830-864-4044

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 Mrs. Juanice Grona

(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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	27	23	50
7	21	16	37
8	20	33	53
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	68	72	140

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 15 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 83 % 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: 13%

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	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	134
(5) Total transferred students in row (3) divided by total students in row (4)	0.134
(6) Amount in row (5) multiplied by 100	13

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: 33 %  
 Total number students who qualify: 44

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

The state has reported that 33 % 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: 12 %  
16 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>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>3</u> Emotional Disturbance | <u>0</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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	1
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 11:1

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%	96%	97%	97%	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

<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: Harper Middle School strives to educate students comprehensively, while intentionally keeping an open eye to the needs of students, families, and staff.

## **PART III – SUMMARY**

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Hillary Clinton once stated, “It takes a village to raise a child.” Harper, Texas, is the epitome of the “village” (community and school) all taking interest and responsibility for educating leaders of tomorrow. As one might imagine, in a small town, parental and community support and involvement is a contributing factor to student involvement and success. Parents encourage their children to be actively involved in their own education and to participate in a variety of extracurricular and community activities. This tight link between the community and school, in years past, fostered district and student accomplishments and will continue to foster accomplishments in the future.

Harper Independent School District (HISD) is the hub of a small farming and ranching community located in the Texas Hill Country 23 miles west of Fredericksburg on US Hwy 290 in Gillespie County. HISD serves pre-kindergarten through twelfth-grade students in a diverse and growing district located about 76 miles northwest of San Antonio and 90 miles west of Austin. The Harper Independent School District encompasses approximately 315 square miles, and most of our students ride the bus to and from school on a daily basis.

Harper made its way onto the Texas state map in 1883, when George Franklin Harper, the town namesake, established the first post office. Town growth was slow and steady; approximately 100 years after the establishment of the post office, Harper became a large ranching community complete with six churches, a volunteer fire department, and a public school, HISD. In 1884, three men met at Frank Harper’s residence and decided it was time for Harper to organize a school. The original one room school house was constructed by volunteers and donations. Over the years, the school has survived fires, repairs, and financial closure for short periods of time, laying the foundation of overcoming hardships, placing a high importance on educating the students of the community. The school has served many purposes since its establishment, providing a central location for a wide variety of community functions. The school district, its students and successes, are of high importance, gaining great support from the entire community.

With no industry located in the vicinity of Harper, a high percentage of the residents commute twenty to thirty miles to work in the nearby towns of Fredericksburg and Kerrville. In the census data of 2010, the population was recorded at 1,192 with the median household income being \$33,590. 17% of the population is below the poverty line; this includes 23% of those under the age of 18. Due to these low socio-economic statistics, Texas Education Agency (TEA) has identified HISD as a Title 1 district in the state of Texas.

Harper Middle School (HMS) has always placed a high importance on its students' growth and success, not only the academic setting, but all facets of education. The students of HMS are offered a wide range of opportunities outside of the classroom. Each year, middle schoolers are able to participate in athletic events as a Harper Longhorn from August to May: cross country, football, volleyball, basketball and track. In addition to sports, the students can elect to participate in band, student council, cheerleading, and UIL academics, just to name a few. Not only are HMS students involved in the various school events, but many of them can be found participating in community organizations, from 4-H to church groups. The guidance and discipline the students learn outside of the classroom in these various activities, only fosters the education provided within the four walls of the classrooms, helping to create a well-rounded student, ready for the next phases in life.

HMS places a great deal of emphasis on pushing each student to be their best, striving for a more individualized learning as often as possible. In order to provide students with their best learning environment, HMS offers not only group collaboration for its Gifted and Talented students, but also the Longhorn Learning Lab (LLL) as a quiet place for small group instruction and remediation for all students. Students are also provided with a thirty minute period each day in which they can meet with teachers, collaborate with peers, complete assignments, or work on various educational computer programs. All of these avenues mold together with the regular classroom experience to provide a more individualized learning environment for all students.

One key component or aspect that makes Harper Middle School successful is the shared commitment to always evaluate situations, step back and adjust as necessary. All those involved recognize and acknowledge that in order for students to achieve their optimal potential, educators must never succumb to the “status quo”. Our philosophy is when students and staff become too content, growth is not experienced and the most optimum potential is not achieved. From communications, to curriculum, to technology, and beyond, our school is committed to expanding and improving on every level.

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

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

Education is driven by the curriculum set forth by the State of Texas, via the Texas Essential Knowledge and Skills (TEKS). Knowledge of the TEKS is the primary foundation needed to build a successful core curriculum. HMS utilizes staff knowledge of these TEKS to help establish and define its core curriculum to provide a high level of education for its students, while fostering the creativity of the individual teacher.

The math TEKS have undergone changes over the past few years, leading to a phase of transition in the curriculum. HMS has embraced these changes and adapted the curriculum accordingly through the recent adoption of new TEKS-aligned math textbooks. In addition to textbooks, teachers are given the freedom to supplement their lesson plans with other resources and tools for optimal learning. Teachers supplement the adopted textbook through various classroom applications, such as manipulatives, project-based application activities, cooperative learning and technology. Through the utilization of student-issued laptops, teachers have been able to individualize instruction within the math classroom, providing students not only remediation and skill-building opportunities, but also capitalizing on their interest and awareness for technology-based learning. Each year, the students build upon prior knowledge, preparing them for higher level math application in high school.

The Language Arts department at HMS requires students to receive instruction in reading and writing, preparing students for the writing-intensive education that awaits them in their futures, shaping a group of original writers and avid readers. Daily, teachers have students participate in “DEAR” (Drop Everything And Read) to set the tone of each class period, providing individualized reading time for all students, many of which are not provided the opportunity outside of school. This quality time of reading provides flexibility for students to choose and be exposed to different types of reading mediums such as newspaper articles, magazines, and current events, as well as library books. Reading is essential to their educational development and library time is scheduled weekly for all middle school students. The HMS library houses more than 8,700 books, giving students a vast selection of reading materials. With the value of reading prominent in the Language Arts department, writing success is highly measured. Most of our students do not travel far from the local area, placing an even higher level of importance on the need for reading exposure. Through reading, the teaching staff brings real world experiences to life to enhance students’ writing abilities.

The focus and drive behind the educational experience students find in Science is the TEKS; teachers use these guidelines to set up the frameworks for daily activities. The use of technology has grown to be an integral component in the classroom, creating an interactive learning environment. Students learn the technicalities through note-taking and presentation format, with a variety of hands-on exposure to see concepts in action. With the implementation of technology, students are able to experience science from a whole new level. Students are able to watch videos, creating a flipped-classroom experience, as well as using virtual labs.

Science also provides student-centered learning for the 7th grade students. Each six week grading period, students are given a range of topics to choose to research. The students then are asked to use their access to technology to research their chosen topic, with the end goal of presenting their chosen topic to the class. By the culmination of 7th grade, students will gain exposure to 120 different topics, many of which are not covered in the textbook, while also becoming familiar with the use of technology and speaking in front of peers. In addition, the focus placed on the investigative approach allows for greater ownership and a higher level of learning.

Social Studies curriculum during the middle school years is comprised of a general investigation of the world and what it takes to be part of a community. In seventh grade, students take an in-depth look at Texas history, and leave HMS with an introduction into U.S. History after their eighth grade year. The TEKS provide the opportunity for teachers to create an array of hands-on activities to scaffold the basic foundation

learned. Teachers present the material via the state-adopted texts and notes, but then push students to demonstrate knowledge and understanding through the use of hands-on activities and products.

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

Though HMS is all about the core subjects of Math, Reading, Science and Social Studies, there is a large focus on creating well-rounded citizens for the community and society. By providing courses that increase student creativity and critical thinking skills, decision-making abilities and classroom productivity in the core areas increase. HMS students have the opportunity to enhance their education through elective courses each day. The options provided to the students differ by grade level, some of them even changing by semester.

All sixth grade students are enrolled in music through a general music class or band. The general music class concentrates on music history and music theory on an advanced level. At the conclusion of the first semester of sixth grade band, students have the opportunity to continue on their musical endeavors by enrolling in a subsequent semester of band. Mastery of basic instrumental skills is a large part of sixth grade beginner band, as seventh grade band students become members of the Harper High School band. Upon completing beginner band in the sixth grade, students are awarded the opportunity to participate in the Harper High School band. To be a member of a varsity level marching and concert band is something that is unique; very limited schools offer such a prestigious honor to junior high students.

The other component of fine arts provides HMS students with opportunities that parallel those provided by the music department. Art is offered as an elective to sixth graders, and again to students in the eighth grade. Sixth grade students gain a basic exposure to the foundations of art, participating in the class for one semester. Many students find a hidden passion, which they later receive the opportunity to build upon during their eighth grade year. Eighth grade students not only gain a deeper investigation in the world that is art, but are able to receive TEKS-based instruction from the high school art teacher.

All HMS students receive physical education (PE) on a daily basis. All sixth grade students participate in PE. The class is broken down by gender, enabling the coaches to have the ability to tailor components accordingly. Students are taught that movement is essential not only to health, but also to their academic success; studies continue to show that physical activity improves brain development. As students begin their seventh and eighth grade years, they may choose to continue down the PE path, or become involved in playing team sports, taking on the responsibility of representing their school at a competitive level. Through athletics and team participation, students are taught a high level of respect, responsibility and camaraderie, having a direct effect on their successes in the academic realm. In addition to physical health, eighth grade students explore the alternate component health, exploring not only the importance of being active, but the nutritional and emotional side of how to be a positive, healthy individual.

Business Information Management, BIM, is a class offered, and taken by all eighth grade students as a high school credit. Through this class, students gain knowledge in basic computer skills that will help them in their educational paths, as well as the business world. The class focuses its attention on providing students with in-depth instruction to the many different programs available on a computer. Some of the programs the class focuses on include, but are not limited to: Google, Microsoft Office and Web-coding. In addition to BIM, seventh grade students gain exposure to basic computers skills via a one-semester keyboarding class.

Another course that enhances a child's confidence level and their ability to set goals is careers. Students explore and develop conscientious options for short and long term objectives. With these in mind, they are better able to determine an educational road map that will take them where they want to go in life. Since we are a low socioeconomic campus, we help students bridge the gap between school and home.

Spanish provides students with an additional method for gaining high school credit while still in the eighth grade. Students can obtain Spanish 1 credit from the high school Spanish teacher; approximately half of the eighth graders take advantage of this opportunity. Students may elect to wait until high school to receive their foreign language credit, yet in taking advantage of the opportunity given, many students enter high school with more flexibility in their schedules for additional core curriculum, as well as technical programs.

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

The instructional methods used by Harper Middle School are broad and based on the depth of our understanding for our students. The classroom instruction is the core of all HMS instruction and is used to direct other types of instructional methods. One such method is titled Enrichment, designed and implemented to allow all teachers and students a specific, planned time each day for intense instruction based on the needs of each individual student. The modular schedule creates 30 minutes each day to “grab” students across the curriculum to give additional support, as well as enrich those in need of more challenging projects. The teaching staff works together to provide reading teachers a core group of students to work with, or a math teacher to work directly one-on-one with a student or small group of students.

The continuum of education is ever-changing for students, and Harper Middle School has implemented several “nets” to help students should they stumble. The Longhorn Learning Lab was established in 2008 as a Response to Intervention (RtI). Through this program, students receive specialized instruction bridging any learning gaps which might surface across the curriculum. The Learning Lab is available throughout each day to allow students to receive individualized attention and remediation. In addition, it remains open for an additional hour after school for homework assistance.

Four years ago, after digging into the data of the STAAR results for HMS, the administration along with the teaching staff, came up with the idea of creating an elective class, now known as STAAR. Students are identified as eligible for the class, dependent upon test performance in conjunction with teacher recommendations. The students are grouped for intense remediation in a differentiated environment. The success of these students is documented by their progress.

Teaching and learning must never become stagnant activities, and this energy is modeled by all adults involved in the education process at HMS. The special education students have access to a content mastery plan individualized for each student. They receive one-on-one assistance from highly qualified teachers to become successful in their core content areas. HMS has a large group of gifted and talented students who meet weekly to receive project based learning opportunities throughout the school year.

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

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

Harper Middle School takes pride in the accomplishments of our students on state assessments. The state of Texas standardized tests measure students' success in mastering the Texas Essential Knowledge and Skills (TEKS). The campus has earned the highest accountability rating, Exemplary, in the previous state accountability system for numerous years.

The state of Texas changed assessments in 2011-2012. Under the new system, campuses are measured in four distinct areas referred to as "Indexes". Index 1 measures Student Achievement, Index 2 Student Progress, Index 3 Closing the Performance Gap, and Index 4 Post-Secondary Readiness. Harper Middle School has earned the status of "Met Standard" in all four areas each year of the new accountability system. Harper Middle School's continued success on state tests are a reflection of outstanding teachers and students with a willingness to learn.

In the Standardized Testing Tables in this application, the results for the Texas Assessment of Knowledge and Skills (TAKS) are denoted in years 2009-2010 and 2010-2011. The State of Texas Assessment of Academic Readiness (STAAR) took the place of TAKS in 2011-2012. Due to this being the first year the STAAR was administered, school districts and campuses carried their 2010-2011 accountability and testing data through the 2011-2012 school year. Due to the small size of Harper Middle School, several subgroups do not have enough, if any testers, to provide data for the group. HMS meets progress for the Special Education students, LEP students, as well as all our economically disadvantaged students, and shows success on the markers provided by the State of Texas.

Due to the increased rigor of the math and reading tests in 2012, HMS suffered a loss in the percentage of students that performed to the district's satisfaction. Upon analysis of the updated standards, teachers adjusted classroom approach, spending more time vertically aligning to close the gaps.

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

Assessment tends to carry a negative connotation when used around students, teachers and administration. HMS believes assessments provide the best measurement tool to decipher the level of success for students, ensuring teaching is occurring in a way that is meaningful to the students. HMS believes in many different forms of assessment, just as we believe children learn on many different levels. The HMS policy requires a Universal Screener be given to all students on grade level at the beginning of the school year. The data from the screeners is used to evaluate each child who falls below the cut score. This instrument allows team members to examine the individual students, identifying areas of strength and weakness to allow for more targeted instruction. During the school year, as students arrive from other districts, this same screener is given to each new student to provide immediate accountability as to where they are in comparison to their classroom peers. Using the screener data as a baseline, teachers continue daily assessment of skills through classroom instruction and various computer programs.

Collected data allows teachers to monitor and direct student level of mastery. Students' progress is tracked and monitored and goals are set for each student individually. Assessments help gauge the readiness level of each student, guiding the rigor and depth of current information. The policy requires that students are benchmarked twice a year using state objectives to shed light on any academic concerns and test taking strategies. Assessments are continuously used to improve instruction. Assessment analysis is an on-going process that enables teachers to do their jobs more effectively.

Standardized test scores, once received, are shared with parents via each student's confidential score report. Based on these reports, plans are established for student remediation, and parents are contacted accordingly. School achievement and success are shared with the community and vested stakeholders via the school website and local newspaper articles.

## **Part VI School Support**

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

A successful school cannot be determined solely on the academics in education; the overall climate and culture of the campus must contribute to student success. The students must feel they are in a safe, nurturing environment in order to perform at the highest level. The teachers, staff and administrators place a high importance on creating a positive, engaging and motivational environment for the students of HMS.

Going through the teenage years can prove to be difficult for many. The staff of HMS strives to provide programs designed to equip students with a multitude of tools and skills that may help them in their day-to-day interactions; presenters that deliver messages relative to the students are brought in to provide these life skills through unique platforms. Throughout the years, students have learned about perseverance, respect (for self, as well as others), teamwork and self-discipline, to name a few.

The campus is conducive to social mentoring, creating a sense of family and cohesion amongst all shareholders. Students band together on a daily basis to encourage and mentor one another. It is not unusual to see students out cheering on their peers in the various talents; from band to cheerleading, from the track to the court, students can be found showing their support. Students not only gain loyalty from their peers, but from their teachers and school leaders as well. The staff members of HMS show great pride in getting out and supporting their students and colleagues by attending and traveling to sporting and academic events.

A final aspect that plays a crucial role in the success we experience is the interest Harper staff members take in their students. After a long day in the classroom, the easy option would be for teachers to head home, but such is not the case. Instead, they put in long days, often working for hours after the final school day bell. They are also prominent at school and community events in which students are involved. Teachers understand that when a student sees their face in the crowd, it gives them a sense of self-worth and significance.

One of the top priorities of the school board is to ensure that all employees of HISD, from superintendents to bus drivers, "buy in" to the success of all students. One way they achieve this, and ensure that teachers feel valued, is by providing a Performance Incentive Plan that is paid to all annually based on the student achievement on state assessments.

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

Parents and the community are an integral part of Harper Middle School. HMS has a very active Parent Teacher Organization (PTO) that works collaboratively to include the community and local businesses in positive ways including the Harper Walk-A-Thon and Harper 5K. These events are a prime example of students and community members working together, raising funds, having fun at school, and enjoying the Harper Community Park, a 501(c)(3) organization that donates their venue each year. For HMS, the money raised by our PTO funds field trips to places such as San Antonio's historic Alamo as well as the Holocaust Memorial Museum of San Antonio. These field trips allow students to experience learning in an off-campus setting, increasing their knowledge of the world in which we live.

PTO also provides funding for middle school staff and teacher expenses. Teachers apply for PTO grants to cover the costs of group projects which allow middle school students to view their lessons in a variety of ways other than a basic textbook method.

Other active community organizations HMS participates in include 4-H, Horse Club, Boy Scouts, and Harper Youth Sports Association which are all led by the parents of our students. These parents value the experiences gained by our middle school students through participation in multidisciplinary extracurricular activities. For example, Zero Gravity, a middle school youth group, is very popular with our students and meets once a week to discuss the importance of character, leadership and fellowship.

Parents also play a key role in decision making for school needs as an integral part of site base teams. These teams work on district improvement plans where again our PTO has been able to help in numerous ways, including creating a courtyard for our middle school students which gives them an outside place for lunch, as well as a place for outdoor class time and science experiments.

Parents encourage their children to take part in class and club organizations, recognizing that school leadership values create opportunities for all students, and are thankful that the school allows for time during the day for these groups to meet.

The parents and community support the school, district wide. Our community is aware of the changing needs of students as they progress through each grade level and strives to provide for those needs through volunteering their time, as well as donating materials and funds to provide for the education of all students.

### **3. Professional Development**

Harper Middle School recognizes professional development must be effective; it must be need-based. The administration acknowledges their teachers and staff as professionals, knowing they know best, and are cognizant of student needs. Inservice at HMS places teachers at the core of decision making for training and professional education, allowing them the freedom to research and select training best suited to the ever-changing needs. The location of our district creates travel constraints at times, leading personnel to rely on technology-based professional development when available.

Academics are a focus for all schools, but HMS has focused primarily on math in recent years due to the creation and implementation of new TEKS from the state level. Teachers have attended trainings provided by the Educational Service Center for Region XIII, focusing on math curriculum and the implementation of new changes. In addition to these informative sessions, teachers also put in a great deal of time collaborating and creating vertical alignment to help in the transitions across the campus.

The campus policy reflects professional development as a collaborative effort, placing an emphasis on the professional growth through sharing knowledge from trainings with colleagues upon return to campus. This collective approach put forth by HMS provides an answer to the growing concern of budget cuts facing schools across the state of Texas.

Another large focus for professional development has been technology driven. Educating teachers in technology and its application has proven to be not only cost effective, but essential to the use of technology in the daily classroom.

Due to varying levels of prior knowledge and comfort regards to technology usage, technology-based professional development has been more individualized in nature, focusing on the needs of the individual teacher. Trainings range from the basic usage of available programs while others get the chance to build on what they know, and learn more complex educational usages, such as the “flipped” classroom approach and distance learning.

Teachers are not the only ones with a wide variety of options when it comes to professional development; our administration recognizes the importance of their own continued education. Principals receive training annually on such things as PDAS and Chapter 37-student discipline. They also attend the state principal conference where they are updated (through Legal Digest) on the most current legal and legislative directives and issues. Like our students, the goal is for every staff member to appreciate and utilize instruction in a manner that makes them life-long learners.

### **4. School Leadership**

“We just hire good people and let them work.” This is the philosophy of the principal, however, his vision is like an onion; it has many layers. Making up the layers of the school’s leadership profile are the staff,

from the classroom teachers, to the cafeteria workers, janitors, school nurse, paraprofessionals, bus drivers and the maintenance crew. Aside from the conventional roles of leadership positions, the HMS administration takes great pride in understanding that by appreciating and affirming the teachers and support staff, they in turn will show the same approach with students, creating a culture of high performance leading to increased student achievement.

Harper Middle School does a remarkable job hiring staff. The group includes a dozen teachers with an average of nineteen years of experience between them. Specializations include everything from reading to technology, math to history, and special education to agriculture. Several instructors have their Masters degree with certification in Educational Administration. Together, our unique collection of people collaborates and builds relationships to makes sound decisions, execute a plan and provide a positive outcome.

Our students play an important role, too. Leadership begins early, as students at HMS are encouraged to join such organizations as the Middle School Student Council and National Junior Honor Society. These avenues allow them to implement and contribute to such programs as Red Ribbon Week, the Harper Community Chest, Christmas caroling for local shut-ins and nursing homes, and community trash pickup. Through these programs, students learn to not only give back to their community, but work with adult leaders. Recently, the student council teamed with the Rotary Club and raised money for polio. The project was called Purple Pinkies for Polio. For every student who paid a dollar to have their pinky painted, Bill Gates matched the money. Over \$500 was raised, and that money all went to vaccinations, locally and in foreign countries.

Students who participate in these activities must be leaders in the classroom, as reflected by grades, attendance, and test scores. These students are role models for their peers. By developing leaders at a young age, there is pride on campus, and that pride results in a school with optimum student learning.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>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	87	96	96	100
Advanced Academic Performance	25	24	48	48	51
Number of students tested	32	46	46	46	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	6	17	17	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	88	75	91	91	100
Advanced Academic Performance	13	19	50	50	43
Number of students tested	8	16	22	22	21
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	67	40	75	75	100
Advanced Academic Performance	0	0	0	0	50
Number of students tested	3	5	8	8	4
<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	67	100	100	100
Advanced Academic Performance	0	0	20	20	50
Number of students tested	3	6	5	5	4

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	97	90	95	95	100
Advanced Academic Performance	28	29	50	50	51
Number of students tested	29	39	40	40	37
<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:** Students receiving Special Education services, who receive their instruction of the Texas Essential Knowledge and Skills (TEKS) through an Individual Education Plan (IEP), qualify for the state alternative assessment due to a diagnosed learning disability related to math comprehension or reading comprehension.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>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	90	90	89	89	93
Advanced Academic Performance	21	18	34	34	27
Number of students tested	48	39	42	42	54
Percent of total students tested	100	100	95	95	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	13	8	5	5	13
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	83	94	90	90	95
Advanced Academic Performance	17	6	26	26	21
Number of students tested	18	17	19	19	19
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	71	60	75	75	88
Advanced Academic Performance	14	20	25	25	0
Number of students tested	7	5	4	4	8
<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	90	100	100	100
Advanced Academic Performance	17	0	25	25	0
Number of students tested	6	10	4	4	5
<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					
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	90	94	94	94
Advanced Academic Performance	22	24	39	39	36
Number of students tested	41	29	36	36	48
<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>					
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:** Students receiving Special Education services, who receive their instruction of the Texas Essential Knowledge and Skills (TEKS) through an Individual Education Plan (IEP), qualify for the state alternative assessment due to a diagnosed learning disability related to math comprehension or reading comprehension.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	98	94	100	100	100
Advanced Academic Performance	7	11	41	41	42
Number of students tested	45	46	54	54	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	11	13	13	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	89	100	100	100
Advanced Academic Performance	7	21	39	39	33
Number of students tested	15	19	18	18	12
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	71	100	100	100
Advanced Academic Performance	0	0	22	22	33
Number of students tested	4	7	9	9	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	100	100
Advanced Academic Performance	0	0	0	0	33
Number of students tested	9	5	6	6	3
<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					
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	97	93	100	100	100
Advanced Academic Performance	9	13	45	45	44
Number of students tested	35	40	47	47	39
<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>					
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:** Students receiving Special Education services, who receive their instruction of the Texas Essential Knowledge and Skills (TEKS) through an Individual Education Plan (IEP), qualify for the state alternative assessment due to a diagnosed learning disability related to math comprehension or reading comprehension.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>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	94	91	91	98
Advanced Academic Performance	13	28	44	44	40
Number of students tested	32	46	46	46	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	4	17	17	5
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	88	81	82	82	100
Advanced Academic Performance	13	13	46	46	29
Number of students tested	8	16	22	22	21
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	40	63	63	100
Advanced Academic Performance	0	0	0	0	25
Number of students tested	3	5	8	8	4
<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	83	40	40	100
Advanced Academic Performance	0	33	20	20	75
Number of students tested	3	6	5	5	4
<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					
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	97	95	98	98	100
Advanced Academic Performance	14	28	48	48	38
Number of students tested	29	39	40	40	37
<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>					
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>Reading/ELA</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>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	92	92	96	96	93
Advanced Academic Performance	31	31	57	57	47
Number of students tested	48	39	43	43	54
Percent of total students tested	100	100	98	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	8	2	2	13
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	78	88	95	95	95
Advanced Academic Performance	17	29	55	55	32
Number of students tested	18	17	20	20	19
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	71	100	100	100	100
Advanced Academic Performance	0	40	50	50	25
Number of students tested	7	5	4	4	8
<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	80	100	100	80
Advanced Academic Performance	0	40	75	75	0
Number of students tested	6	10	4	4	5
<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					
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	90	97	100	100	96
Advanced Academic Performance	37	28	60	60	52
Number of students tested	41	29	37	37	48
<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>					
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>Reading/ELA</u>	<b>Test:</b> <u>TAKS/STAAR</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory Academic Performance and above	100	98	100	100	100
Advanced Academic Performance	24	37	54	54	51
Number of students tested	45	46	54	54	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	13	13	13	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory Academic Performance and above	100	95	100	100	100
Advanced Academic Performance	27	32	56	56	58
Number of students tested	15	19	18	18	12
<b>2. Students receiving Special Education</b>					
Satisfactory Academic Performance and above	100	86	100	100	100
Advanced Academic Performance	0	0	11	11	0
Number of students tested	4	7	9	9	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	100	100
Advanced Academic Performance	22	40	33	33	67
Number of students tested	9	5	6	6	3
<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					
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	100	98	100	100	100
Advanced Academic Performance	26	38	58	58	49
Number of students tested	35	40	47	47	39
<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>					
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:** Students receiving Special Education services, who receive their instruction of the Texas Essential Knowledge and Skills (TEKS) through an Individual Education Plan (IEP), qualify for the state alternative assessment due to a diagnosed learning disability related to math comprehension or reading comprehension.