

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

[X] Public or [] Non-public

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

Name of Principal Mr. Karry Owens

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

Official School Name Highland School

(As it should appear in the official records)

School Mailing Address 6625 Fm 608

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

City Roscoe State TX Zip Code+4 (9 digits total) 79545-9801

County Nolan County State School Code Number* 177-905

Telephone 325-766-3652 Fax 325-766-2281

Web site/URL http://www.highland.esc14.net E-mail kowens@highland.esc14.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. John Hyde E-mail: dhyde@highland.esc14.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Highland ISD Tel. 325-766-3652

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 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	3	7	10
K	9	7	16
1	7	7	14
2	14	7	21
3	9	4	13
4	7	10	17
5	10	5	15
6	13	9	22
7	8	8	16
8	10	7	17
9	6	6	12
10	7	3	10
11	8	8	16
12	10	7	17
Total Students	121	95	216

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % 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: 14%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1	234
(5) Total transferred students in row (3) divided by total students in row (4)	0.137
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 35 %
 Total number students who qualify: 78

Information for Public Schools Only - Data Provided by the State

The state has reported that 35 % 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: 8 %
17 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>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	3
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	17
Enrolled in a 4-year college or university	65%
Enrolled in a community college	18%
Enrolled in career/technical training program	6%
Found employment	11%
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: Educate every student by combining the wisdom of yesterday, the technology of today, and the vision for tomorrow, and every student reaches their full potential.

PART III – SUMMARY

Highland ISD is an educational oasis centered in a rural area surrounded by cotton farms and cattle ranches. The district spans 257 square miles, with no incorporated city. We serve the educational needs of 216 students all across Nolan County. Wind energy and oil are two main industries within our district, comprising 90% of the tax base. The district's ethnic makeup is 81% White, 16% Hispanic, and 3% other. Highland ISD is a single-campus district consisting of grades PK-12. We rely heavily on transfer students who make up about 68% of the student body; the families of these students commute up to 30 miles one way from neighboring school districts to bring their children to us.

The nature of our school and surrounding community provides many opportunities and challenges to students and staff members. Due to small class sizes, students are afforded individualized instruction and attention. Teachers are able to develop positive relationships with students and their parents. Attendance rate is high because students WANT to be here. Students strive to maintain high grades so they can participate in as many activities as possible. Some challenges occur because of our small enrollment. Scheduling classes is an administrative challenge, as only one section of each class is offered. Others are the result of our rural location. Attention from first responders takes a minimum of 15 minutes. Travel is a must for everyone involved in school. This is a budgetary concern for families as well as administrators. Challenges such as these are addressed as they arise.

Our mission at Highland is to educate every student by combining the wisdom of yesterday, the technology of today, and the vision for tomorrow. We endeavor to develop students with strong moral character, high self-esteem, and the desire to succeed. We encourage parental and community involvement in the educational process. We strive to accomplish all of this while demonstrating sound fiscal management.

Highland was rated as an Exemplary District by the Texas Education Agency for five consecutive years from 2008 through 2012. In 2013 and 2014, we continued to perform at exemplary levels and have met standards according to the agency's new rating system. One primary reason for the success we have experienced is the implementation of the Reading First Program. We have utilized this program for over ten years. Even though the grant funding the program ended after the initial five years, the district felt compelled to continue backing these efforts. With rare exception, students exit 3rd grade as fluent, competent readers. This has an immeasurable impact on our students' foundation of academic achievement.

Students receive a well-rounded education by participating in many activities throughout their educational experience at Highland. Early on, students begin experiencing competitions in academics, theater arts, athletics, and agriculture. Many of these activities advance to state-level contests resulting in substantial scholarship opportunities. Students also benefit from unique components such as weekly character education for elementary grades, a tutorial period for junior high and high school students in need of support, a senior trip available to upcoming graduates, and an all-school play performed each fall for families and community members. These activities encourage students to stay in school, work hard in the classroom, and develop a healthy work ethic.

Our efforts of raising well-rounded students are evidenced as students begin to think of others and develop a desire to help those in need. Students initiate activities to benefit our community and surrounding areas. Our Fellowship of Christian Athletes chapter, in conjunction with other area chapters, raise funds for area students with disabling challenges. Our junior and senior students coordinate to provide local needy families with Thanksgiving and Christmas meals. Other students sponsor clothing, food, and toy drives each year to support local charities such as the Samaritan House and Love and Care Ministries. Giving back to the community that supports our school is important to our kids.

Our successes and accomplishments over the years would not be possible without Highland's dedicated staff. Most of our staff members have children who attend Highland; teachers have a vested interest in the educational experiences we provide. All of our staff members are willing to put forth the extra effort in order to be successful, many times taking on multiple responsibilities to make our system work. From

giving their personal time tutoring children after school to regularly attending school activities to support their students, our teachers truly understand that they are here to serve the children of our district.

Highland ISD is committed to using available financial resources and retaining quality personnel to develop productive students who have a love of learning. Together with parental and community involvement, we are able to help our students experience growth academically, emotionally, socially, and culturally.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

We are committed to ensuring that every student at Highland ISD reaches his or her full potential by graduation. A strong core curriculum is necessary to achieve this.

We utilize state-adopted materials for our core subjects and research-based supplemental resources to effectively address the TEKS and integrate technology. Teachers collaborate with one another and incorporate the TEKS resource system to ensure vertical alignment. Our instructional decisions are data-driven and student-centered. Classroom assessments and benchmarks are used to identify strengths and weaknesses. Teachers then tailor instruction to fit the needs of every child, allowing for acceleration and enrichment, as needed. Elementary teachers work in small groups or with individual students to improve skills, while other students are involved with inquiry-based and enrichment activities. RTI programs are implemented in all grade levels for reading and in junior high math. Junior high and high school students who have an average below 75 in any subject attend a daily tutorial period where concepts are reinforced and progress is closely monitored.

As a former Reading First grant recipient, we believe strong reading skills are the foundation to success in all subject areas. When the grant expired several years ago, the community and school board decided to continue the initiative by dedicating funds to employ a Reading Intervention/Dyslexia Specialist who works with PK through 7th grade students. Foundational skills are developed in PK and Kindergarten, with a focus on phonemic awareness. First, second and third grade teachers focus on basic word reading and fluency skills. Students with sufficient skills are encouraged to practice these skills through our Accelerated Reader program or by developing independent cross-curricular projects. Upper elementary students are continually monitored for reading comprehension and provided needed intervention and enrichment. Our junior high students are enrolled in language arts as well as a separate reading class to reinforce skills previously acquired. English I, II, III, and IV are required for high school students. They also have the opportunity to enroll in dual-credit English III and IV classes, which allows them to obtain twelve college hours of English. The district assists these students in their endeavors by funding the tuition for these courses.

Our elementary students build a solid foundation in mathematics by using manipulatives as they develop key concepts. Beginning in 2nd grade, students are assessed for algebra readiness using the Elementary School Texas Algebra Readiness (ESTAR). Upper elementary students use the online Think Through Math program to extend learning and to fill in gaps. Junior high students are assessed with MSTAR. Students are placed into a 3-Tier model using this assessment, with Tier 3 students receiving more intense acceleration. Teachers provide further differentiated instruction using additional curricular resources, as well as video lessons posted to our school website for online viewing at home.

Science instruction in elementary focuses on foundational skills. Teachers in K-2 teach essential vocabulary through the use of word walls, experiments, and cross-curricular instruction. Upper elementary students build on this knowledge by conducting meaningful experiments and attending field trips. Middle school and high school students conduct classroom and outdoor investigations to instill critical thinking skills. Teachers provide for individual differences by utilizing small group instruction and independent projects.

Social studies is taught with an emphasis on cross-curricular connections. Lower elementary classes invite community members into their classrooms to address key concepts. Our upper elementary students reinforce historical concepts covered in classes by attending field trips to Frontier Texas and Kids on the Land. In junior high and above, many different literary genres and novels are used to make connections within certain time periods. Students analyze and create many projects and graphic organizers to organize historical events through time. Students below grade level receive instruction in tutorials, small group, or individual settings. Students in need of enrichment often participate in collaborative group projects, sharing these with classmates and other grades.

Our Pre-K fosters a positive self-concept, develops problem-solving skills, and encourages a love of learning. Our program uses the state-adopted Frog Street curriculum as a guide in core subjects, using outside sources to reinforce letter knowledge and math concepts. We emphasize real-life experiences to expand vocabulary and background knowledge. Three times a year, students are assessed with MClass Circle, which aligns with our K-3 TPRI assessments. Deficits are identified and support is given in the problem areas. Students enter Kindergarten with well-documented strengths and weaknesses, and usually are better suited for the Kindergarten curriculum than those who did not attend Pre-K.

We offer a variety of instructional and curricular options to ensure college and career readiness. Dual-credit courses and AP courses, funded by the district, allow students to obtain at least 30 college credit hours by graduation. Highland provides ACT preparation, FAFSA workshops, college preparation night for seniors and parents, college days, and career fairs. Special Education students are offered a Vocational Adjustment Coordination program with access to a transition counselor. This program allows students to finish their high school credits while maintaining a part-time job.

Our success at Highland ISD is attributed to many factors, a sound curriculum being only one small piece. Dedicated teachers constantly searching for methods and materials to improve instruction and boost student performance are another component. Students who desire to attend our school, along with their families' and the district's efforts to support them, are contributing parts, as well.

2. Other Curriculum Areas:

Highland ISD offers a variety of courses outside the core curriculum areas. Students can pursue their interests in areas such as fine arts, PE, agriculture, technology, and foreign languages while applying essential skills of the core curriculum.

Our fine arts program consists of art and theater arts. All elementary students gain knowledge and art skills by attending thirty minutes of art class each week. Art is a required course for junior high students. Sixth graders attend a ninety minute class every other day for one semester. A year-long class, lasting fifty minutes each day, is provided for seventh graders. Forty percent of high school students choose art and theater as electives. Artistic and theatrical productions develop speech, reading, kinesthetic, and higher order thinking skills, which are applicable to learning in all other subject areas.

Highland's PE and health courses encourage students to pursue healthy, physically active lifestyles. One semester of health is a required for sixth and twelfth graders; they receive ninety minutes of instruction every other day. Health lessons are built into the curriculum for each elementary classroom. Elementary and junior high students receive daily PE instruction. Secondary students also have a fifty minute daily PE class. PE is an elective for grades 10-12, with a participation rate of 88% of our students. Extracurricular sports competitions are an extension of our PE program. These competitions require that students maintain a 70 average in all subjects in order to participate.

Because our school is situated in the middle of farming and ranching operations, it is no surprise that our agricultural science classes are chosen as electives by 55% of students in middle school and high school. Many students come to us with existing knowledge in the areas of agriculture mechanics, animal science, welding and horticulture. We are able to extend that knowledge while developing skills in leadership, livestock exhibition, and livestock judging. Students are able to participate in extracurricular competitions, some of which result in substantial college scholarships. Essential skills of our core curriculum are applied regularly in our agriculture science classes. Students apply concepts learned in English classes as they prepare presentations for class and competitions. Skills obtained in science are applied as students tend to their animal projects. Math concepts are used daily as students determine angles and measurements for projects under construction.

Highland extends core curriculum knowledge by applying core curriculum concepts to real-world situations. Our technology courses, offered to junior high and high school students, allow students to see the relevance of topics outside the classroom, thus generating motivation inside the classroom. For sixth and eighth

grades, the courses are required. These year-long courses are offered for 90 minutes every other day. Secondary students have elective technology courses available. Fifteen of our fifty-three students are currently taking advantage of these classes. Aside from our basic technology offerings, our robotics program combines technology with the academic skills taught in mathematics and science. These hands-on opportunities are available to high school students as an elective course and to all K-12 students as extracurricular competitions.

Spanish is offered as our foreign language. First, third, and fifth graders participate in an informal, creative class for 30 minutes each week. Middle school and high school students meet for 3 ½ to 4 hours per week, depending on the modified block schedules. Eighth graders take a required class for 50 minutes each day. 80 percent of our high school students take Spanish I and II on an elective basis and 31 percent go on to complete the more rigorous Spanish III dual-credit class and receive 8 hours of college credit upon completion. Students enrolled in Spanish are reinforcing concepts taught in other core areas. For example, Social Studies TEKS are strengthened as they learn about the history, culture and geography of Central America, South America, and Spain.

We believe that our additional course offerings enhance our core curriculum by providing students with ways to enhance skills acquired in other subject areas. Students remain motivated to achieve in all subject areas in order to pursue their personal interests.

3. Instructional Methods and Interventions:

Choosing the right instructional methods is critical in designing effective lessons. The teachers at Highland ISD use a wide range of methods to engage students. Numerous interventions are available to help those students who struggle.

Learning centers are an important part of our K-3 reading program. Teachers differentiate instruction by choosing specific activities to reinforce skills previously taught. These activities are student-centered and monitored by the classroom teacher and paraprofessional. Elementary teachers also deliver instruction through direct teaching and problem-based and inquiry lessons. This cooperative setting allows students to work on both academic and social skills.

Many junior high and high school teachers use a lecture and discussion format. Multimedia components are often embedded in the lessons to stimulate interest and dialogue. A one-to-one laptop initiative has been in place since 2007, allowing students access to online lessons, curriculum, and teacher support. Most advanced math classes are recorded using whiteboard technology. This allows students the ability to study the lessons at home while doing their homework. This is beneficial for students when they are absent. Many teachers use individual projects to extend learning. In addition, teacher demonstrations and student simulations are utilized in some classes.

Highland has several interventions available to students. Our dyslexia program delivers instruction to students through a multisensory approach. Our 3-Tier reading program has been in place since 2005 and benefits K-3 students by ensuring all are reading on grade level by the fourth grade. A similar RTI program is in place for middle school math students. Struggling students are provided additional instruction through an RTI math class that is built into the schedule. We use a variety of programs to monitor student progress.

Classroom teachers are continually searching for powerful instructional methods to make learning exciting and effective for our diverse student body. Addressing the variety of needs is one of our keys to success.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Assessment data is analyzed carefully to identify strengths and weaknesses in student achievement. These results are communicated with all stakeholders. Administrators are mindful of the results when planning for professional development. Teachers use the data to drive instruction and improve student learning.

We view assessment results through a different lens than most. It is difficult to draw conclusions based on the percentages stated. With our class sizes, one or two students can change the percentages significantly. For example, in 2014, 17 students completed the tenth grade ELA End-of-Course exam. 16 students passed the exam, for a 94% passing rate. The student who did not pass was one of four economically disadvantaged students, resulting in a 75% passing rate for that subgroup. This student was also one of two Hispanic students, which resulted in a 50% passing rate for that subgroup as well. Student mobility also increases the difficulty of analyzing cohort data and accurately tracking progress of groups of students from year to year.

Once results are received, they are published in the Sweetwater Reporter for public viewing. When the district obtains individual student reports from the state, we mail the report, with a letter of explanation, to parents/guardians. The superintendent shares results with the school board.

Each school year our teachers spend a staff development day studying prior year assessment results. We consider the overall numbers during the planning stages, but focus on individual strengths and deficiencies. The data is analyzed at the level of individual student expectations. Discovering an area that is below average when compared to others signals teachers to design instruction tailored to an individual or small group of students. Above average results factor in later in student-led small group situations.

Focusing on individual student needs contributes to Highland's academic success.

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

We utilize a variety of assessments to monitor student progress and guide instruction. We analyze results from both local and state assessments to determine strengths and weaknesses of individual students. We then design curriculum and instruction to address those weaknesses and build on the strengths.

Part of our overall student success can be attributed to our strong reading foundation. Kindergarten through Third grade students are assessed with the Texas Primary Reading Inventory (TPRI) at the beginning, middle, and end of each year. Teachers analyze the results of the TPRI and use the data to place students in a 3-Tier reading program. All students receive 90 minutes of instruction each day in Tier 1. Those students identified as having reading deficits are placed in Tier 2 and receive an additional 30 minutes of reading instruction with a student/teacher ratio of no more than one to five. Students needing more intensive intervention are placed in Tier 3 and receive a total of sixty minutes of instruction. Teachers progress monitor every two weeks to evaluate the effectiveness of interventions and adjust instruction. Students entering 4th grade have all the necessary reading skills in place to be successful in any subject.

A similar system is used in the middle school math program. Students are assessed at the beginning, middle, and end of each year with MSTAR, Middle School Texas Algebra Readiness. Students who are not prepared for Algebra are identified and given additional structured support in a 3-Tier format. Students in this RTI program receive 45 minutes of additional math instruction each day. Progress monitoring is performed every two weeks using MSTAR screener and Accelerated Math assessments.

With these programs, parent/teacher conferences are held three times each year to inform parents of their child's progress and discuss the level of instruction they are receiving.

Part VI School Support

1. School Climate/Culture

The school culture at Highland ISD incorporates the ideas of family, respect, cooperation, and support. This climate entices families to enroll their students in our district and explains our high teacher retention.

Every staff member at Highland is valued for his or her contribution to our mission of educating students. We realize that every position is important to our continued success, from superintendent to maintenance. We are a team; each player brings something valuable to the table. The administration and Board of Trustees work to ensure that each staff member feels respected and appreciated. We reward our staff's hard work and dedication by offering salaries above state base, additional contributions toward health insurance, and appreciation luncheons provided by the administration throughout the year.

An extraordinary aspect of the culture at our school is the relationship between our high school and elementary students. Secondary students are mindful of the impact they have as role models for younger ones. Because our student body is under one roof, daily interaction is a given. We do, however, have several programs in place to encourage a deeper connection. Our cadet program places available high school students in elementary classrooms to support teachers and students alike. It is not uncommon to see a high school student sitting at a tiny table in the Pre-K classroom helping students complete a puzzle. The Adopt a Hornet program involves elementary students "adopting" one of our athletes. They accompany the players at pep rallies and are given personalized attention from their Hornet long after the season has ended. Young Hornets not only end the year with memories and keepsakes, but lifelong friendships.

A challenge for our isolated, rural school is that we are 15 minutes from any first responders. In 2013, we faced this challenge head-on by creating the Highland ISD Police Department. Our Police Chief is on campus every day, establishing relationships with students and parents and fostering a safe environment. When parents leave their children with us in the morning, they are confident in this protection.

The charm of our school is that we have a unique culture. Everyone who walks through the door knows they are in a special place, where each person is valued and secure. Our methods have proven effective; Highland ISD continues to maintain a tradition of excellence.

2. Engaging Families and Community

The long-standing, strong affiliations we have with families and community members contribute to the student success at Highland. All parties actively search for ways to help our students shine while each student pursues his or her own interests.

One long standing tradition at Highland occurs on the first day of school each year. All of our parents, grandparents, and community members are invited to the school for a first day assembly program. We have approximately 200 supporters show up for this program. A breakfast is provided to those in attendance while they wait for the program to begin. We start the program with the Pledge of Allegiance to the American and Texas flags. All school administrators address the audience. Staff members are introduced so that people can associate names with faces. This is a very inspirational gathering for our students, staff, and stakeholders, and a great way to start each school year.

Both of our Booster Clubs, organized by parents interested in supplying students with more than the school could provide within budgetary constraints, hold many fundraisers throughout the year. The funds raised support both the athletic program and the agricultural program. Students, parents, and faculty are all engaged in these efforts. Athletes receive access to updated equipment and are provided meals when traveling. Financial assistance is provided to ag students for livestock projects. Graduating seniors are also awarded scholarships.

Our PTO, formed in 2001, primarily supports our elementary students and teachers. During monthly meetings, they discuss student needs and decide on fundraisers to support their activities. The students enjoy end of the six week celebrations, as well as an end-of-the-year party. Teachers are provided with monthly treats and needed supplies. The major activity of the PTO involves supplying our elementary students with school supplies at the beginning of each year. Although many parents are more than capable of providing the needed supplies for their own children, we have a number of families who struggle with this. The PTO has closed the gap for everyone without singling out anyone.

The tight network of caring stakeholders not only provides extras for our students, but also teaches life-long lessons of responsibility. Our parents and community members, along with the faculty, are busy modeling teamwork.

3. Professional Development

Highland ISD is a place where both students and educators are actively engaged in learning. We base our professional development on student needs. The Leadership Team is continually searching for ways to ensure quality learning and improve student outcomes.

Before students arrive on the first day of school, our Leadership Team and staff meet to collaboratively analyze student data. Our goal is to understand students' needs at each grade level and identify areas for improvement. It is essential that teachers have knowledge of their students. With such a small population of students, our teachers are able to carefully evaluate the information from formative and summative assessments to design instruction that caters to each student's needs. This is the time that we discuss and share this knowledge with those who will be teaching them in the upcoming school year. We reflect on what did and didn't work in the previous year's classroom so each teacher can begin with a sense of direction.

The majority of our staff development is provided by our Regional Education Service Center which is 45 miles away. Teachers and administrators also access webinars and attend major conferences such as, but not limited to, the Texas Computer Education Association (TCEA) conference and the state Dyslexia Conference. In these ways, educators are able to learn new techniques and instructional approaches to share with educators in our district. This new knowledge is used to plan meaningful lesson to engage students in the classrooms. The district provides educators with fees, transportation, and substitutes while they are away. Stipends are provided in some instances of extended professional learning.

Our positive, supportive school culture is such that our teachers are unafraid to identify one's own weaknesses and seek support or assistance. Our educators take the initiative to bring problems to the attention of the Leadership Team. An example of this occurred in the spring of 2013. We had several students who did not perform well on the STAAR English I Writing End of Course Exam. The teachers involved approached the principal with their concerns. When no appropriate professional development was found to address our need, we brought a writing specialist to our school to work specifically with those teachers. They were provided with resources and strategies to improve students' writing. The following year, the students who previously had not performed well passed the English II End of Course Exam.

Highland ISD strives to increase educators' knowledge of subject matter and best practices to provide the best learning environment for our students.

4. School Leadership

The philosophy of the Leadership Team is one of support for our staff so they are able to support the needs of our students. This involves leadership, as opposed to management, and requires that the Leadership Team have critical elements in place.

Clear communication is imperative to student success. In a district as small as ours, communication does not present a challenge. The Leadership Team, consisting of the Superintendent, high school principal,

elementary principal, and school counselor, is able to have a formal meeting every Monday to outline the week's activities and discuss any relevant issues. Our team is able to communicate effectively with staff members, students, and parents on a daily basis, as well.

Curriculum decisions are predominantly in the hands of our teachers. The Leadership Team strives to hire high-quality, motivated, dedicated professionals. We then allow them to perform their duties as such. Teachers have academic freedom in regards to curriculum selection and teaching strategies. When needs are recognized that could affect student achievement, teachers actively seek opportunities for professional development in those specific areas. The district supports these efforts by providing transportation, fees, and substitutes. These methods have proven effective for our district. Teachers are confident in their classrooms and deliver instruction at a level that ensures academic success.

Discipline is a necessary aspect for our Leadership Team. Clear boundaries for behavior and professionalism are established for our staff members and students. Both parties respectfully adhere to Highland's high expectations, thereby limiting classroom disruptions. Administrators work diligently to eliminate non-instructional issues so teachers can protect their instructional time.

Focus is a required component of any Leadership Team. Each goal in our district is centered around student success. The decisions made are based on student needs. For example, over the years there have been several different state assessment instruments available for special education students. We decide which test to administer to each student through the ARD process based on the particular needs of individual students regardless of the detrimental effect it may have on state or federal accountability measures. We tie all activities and purchases to our Campus Improvement Plan which targets student success.

Our Leadership Team provides the needed structures to support our staff and, ultimately, our students. We place quality personnel in every position and provide what they need to help each student achieve.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	88	90	88	89	100
Advanced Academic Performance	31	30	12	47	60
Number of students tested	15	20	17	19	20
Percent of total students tested	94	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	13	0	6	0	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	67	67	100	80	100
Advanced Academic Performance	33	33	0	30	50
Number of students tested	3	3	3	10	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	88	100
Advanced Academic Performance	100	0	0	38	0
Number of students tested	1	3	1	8	2

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	88	87	89	44
Advanced Academic Performance	31	38	13	44	65
Number of students tested	13	16	15	9	17
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

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

NOTES: Some special education students were tested with an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	88	94	100
Advanced Academic Performance	67	21	24	65	60
Number of students tested	15	19	17	17	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	5	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	88	75	100
Advanced Academic Performance	50	67	25	50	80
Number of students tested	2	3	8	4	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100		100
Advanced Academic Performance	100	0	20		50
Number of students tested	2	1	5	0	2
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	82	94	100
Advanced Academic Performance	62	24	27	69	57
Number of students tested	13	17	11	16	7
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our special education students were tested with an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	93	100	100
Advanced Academic Performance	14	53	33	57	50
Number of students tested	21	19	15	14	16
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	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	50	33	50	80	67
Number of students tested	6	6	4	5	3
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100		100	100
Advanced Academic Performance	50	29		100	100
Number of students tested	4	7	0	2	1
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	93	100	100
Advanced Academic Performance	6	73	33	45	50
Number of students tested	16	11	15	11	14
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	95	61	100	94
Advanced Academic Performance	31	35	31	54	39
Number of students tested	16	20	13	13	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	10	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	67	67	100	83
Advanced Academic Performance	17	50	33	50	33
Number of students tested	6	6	6	4	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	50	67	100	100
Advanced Academic Performance	17	50	0	100	0
Number of students tested	6	2	3	1	3
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	94	60	100	93
Advanced Academic Performance	40	33	40	55	47
Number of students tested	10	18	10	11	15
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	94	82	100	94	74
Advanced Academic Performance	13	18	25	19	21
Number of students tested	16	17	16	16	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	6	0	6	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	67	80	100	100	80
Advanced Academic Performance	0	20	13	0	10
Number of students tested	3	5	8	3	10
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	0	67	100	100	43
Advanced Academic Performance	0	0	100	0	0
Number of students tested	1	3	1	2	7
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	93	85	100	93	92
Advanced Academic Performance	13	23	21	21	33
Number of students tested	15	13	14	14	12
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	87	95	100
Advanced Academic Performance	13	6	13	27	47
Number of students tested	16	16	15	22	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	0	0	14	13
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	92	100
Advanced Academic Performance	0	0	0	33	57
Number of students tested	6	4	3	12	7
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	0	100	100
Advanced Academic Performance	0	0	0	17	100
Number of students tested	2	1	1	6	2
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	93	93	100
Advanced Academic Performance	15	7	14	33	33
Number of students tested	13	14	14	15	12
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>TAKS/STAAR EOC</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	78	94	95
Advanced Academic Performance	21	24	11	56	32
Number of students tested	14	17	18	16	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	11	19	21
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	82	88	80
Advanced Academic Performance	25	0	9	75	20
Number of students tested	4	4	11	8	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	67	100	67
Advanced Academic Performance	0	0	0	100	33
Number of students tested	1	2	6	2	3
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	82	92	100
Advanced Academic Performance	25	27	18	46	31
Number of students tested	12	15	11	13	16
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR EOC</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	94	94	100	100	100
Advanced Academic Performance	6	38	18	36	15
Number of students tested	17	16	17	14	13
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	25	0	7	23
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	83	83	100	100	100
Advanced Academic Performance	0	17	29	33	33
Number of students tested	6	6	7	6	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	50	100	100	100	100
Advanced Academic Performance	0	40	50	50	0
Number of students tested	2	5	2	2	2
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	90	100	100	100
Advanced Academic Performance	7	40	7	27	20
Number of students tested	15	10	14	11	10
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	95	100	100	95
Advanced Academic Performance	13	45	12	74	60
Number of students tested	16	20	17	19	20
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	0	6	0	5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	83
Advanced Academic Performance	0	0	0	80	67
Number of students tested	4	3	3	10	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	100	50
Advanced Academic Performance	100	33	0	63	50
Number of students tested	1	3	1	8	2
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	94	100	100	100
Advanced Academic Performance	7	50	13	78	59
Number of students tested	14	16	15	9	17
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	89	94	94	100
Advanced Academic Performance	40	11	18	59	40
Number of students tested	15	19	17	17	
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	5	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	88	75	100
Advanced Academic Performance	0	0	13	50	40
Number of students tested	2	3	8	4	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100		100
Advanced Academic Performance	50	0	0		0
Number of students tested	2	1	5	0	2
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	88	91	94	100
Advanced Academic Performance	38	12	27	56	43
Number of students tested	13	17	11	16	7
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	60	93	100
Advanced Academic Performance	19	32	27	36	69
Number of students tested	21	19	15	14	16
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	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	80	100
Advanced Academic Performance	33	0	25	40	33
Number of students tested	6	6	4	5	3
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100		100	100
Advanced Academic Performance	25	0		50	100
Number of students tested	4	7	0	2	1
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	60	91	100
Advanced Academic Performance	19	55	27	36	71
Number of students tested	16	11	15	11	14
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					

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

NOTES: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	94	80	85	100	100
Advanced Academic Performance	25	25	31	69	28
Number of students tested	16	20	13	13	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	10	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	83	83	100	100
Advanced Academic Performance	0	17	33	50	17
Number of students tested	6	6	6	4	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	50	100	100	100
Advanced Academic Performance	0	0	33	100	0
Number of students tested	6	2	3	1	3
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	90	78	80	100	100
Advanced Academic Performance	40	28	30	73	33
Number of students tested	10	18	10	11	15
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	94	88	94	100	89
Advanced Academic Performance	31	12	19	38	16
Number of students tested	16	17	16	16	19
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	6	0	6	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	67	60	88	100	90
Advanced Academic Performance	33	0	0	0	20
Number of students tested	3	5	8	3	10
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	0	67	100	100	100
Advanced Academic Performance	0	33	0	0	14
Number of students tested	1	3	1	2	7
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	93	92	93	100	83
Advanced Academic Performance	33	7	21	42	17
Number of students tested	15	13	14	14	12
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	25	44	7	45	47
Number of students tested	16	16	15	22	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	0	0	14	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	33	25	0	50	29
Number of students tested	6	4	3	12	7
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	50	0	0	17	0
Number of students tested	2	1	1	6	2
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	23	50	7	60	50
Number of students tested	13	14	14	15	12
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>TAKS/STAAR EOC</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	89	100	100
Advanced Academic Performance	8	25	0	56	20
Number of students tested	13	16	18	16	15
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	17	6	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	91	100	100
Advanced Academic Performance	0	20	0	33	29
Number of students tested	5	5	11	6	7
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	80	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	1	5	2	3
5. African- American Students					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	92	100	100
Advanced Academic Performance	9	27	0	62	25
Number of students tested	11	15	12	13	12
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
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: Some of our Special Education students took an alternate assessment based on ARD decision.