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

Official School Name Klondike Independent School District
(As it should appear in the official records)

School Mailing Address 2911 County Road H
(If address is P.O. Box, also include street address.)

City Lamesa   State TX   Zip Code+4 (9 digits total) 79331-4945

County Dawson County   State School Code Number* 058905

Telephone 806-462-7332   Fax 806-462-7333

Web site/URL   http://klondike.esc17.net   E-mail tony.bushong@klondikeisd.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. Steve McLaren   E-mail: steve.mclaren@klondikeisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____Tel. 806-462-7332
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. Kenny Furgeson
(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   0 Elementary schools (includes K-8)
   (per district designation):   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
   [X] Rural

3. 6 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	10	25
K	7	14	21
1	8	13	21
2	9	13	22
3	12	8	20
4	9	7	16
5	13	4	17
6	10	6	16
7	4	12	16
8	4	9	13
9	9	13	22
10	9	10	19
11	11	5	16
12	5	7	12
Total Students	125	131	256

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 1 % Asian
                                          1 % Black or African American
                                          34 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          62 % White
                                          1 % Two or more races
                                          100 % Total

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 0%

    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 *to* the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1	256
(5) Total transferred students in row (3) divided by total students in row (4)	0.000
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 14 %
                                                       19 Total number ELL

    Number of non-English languages represented: 2
    Specify non-English languages: Spanish, German

8. Students eligible for free/reduced-priced meals: 35 %

    Total number students who qualify: 89

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 %
                                                        20 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.

1 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	5 Specific Learning Disability
2 Emotional Disturbance	8 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	21
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   12:1

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%	97%	96%
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	14
Enrolled in a 4-year college or university	57%
Enrolled in a community college	14%
Enrolled in career/technical training program	7%
Found employment	21%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

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

15. Please summarize your school mission in 25 words or less: To equip children with the tools needed to ensure a successful future and lead them to their personal best, we have to first win their hearts.

PART III – SUMMARY

Klondike ISD has a reputation for academic excellence. This goal is reached by empowering students with the ability to do what they have been taught, but for this to be accomplished, the needs of the student must come first. Thus, the philosophy of the district embraces the words of Flip Flippen, "If you have a child's heart, you have his head." Simply offering rigorous curriculum is not enough; rather, teaching leadership, service, and growing trust is at the heart of a truly successful school.

Klondike is a 1A rural public school located twelve miles south of Lamesa, Texas, serving students in grades pre-K through twelve within a single campus facility surrounded by dry land cotton fields. The name Klondike historically came from a water well located on the Slaughter Ranch where plentiful water was compared with valuable gold ore in the Klondike Yukon Territory. A wooden one room school began in 1904 with a dozen students through eighth grade. To increase academic and athletic opportunities for students, the district consolidated with several nearby rural districts. KHS became the second affiliated high school in Dawson County in 1937; the first graduating class followed in 1938. The latest consolidation in 1973 increased enrollment and began subsequent remodeling projects to accommodate growing numbers and additional state curricular requirements.

The largest graduating class in 1983 had 34 students, though as few as seven students were awarded diplomas other years. Economic concerns threatened closure in the early 2000's, and despite dwindling enrollment hovering below 160, the school continued to improve. An $8,000,000 bond passed in 2008 followed by a second $4,000,000 bond in 2012, financing a new library, computer labs, new classrooms for high school and an elementary wing, new agricultural education facilities, a new gymnasium, and renovations to existing facilities still located within the first brick building built in 1920. Pep rallies are still held each football Friday in the refurbished 1931 gymnasium. Other sports include volleyball, track, and basketball, while youth baseball is entirely funded and coached by parents.

In 2010, 721 total people lived in the district, and August 2014 saw 260 students enrolled in grades pre-K-12 with a staff of 50 employees. Demographics of the entire county are primarily Caucasian and Hispanic, with many mixed-ethnic families and fewer than three percent African Americans. Almost half the enrollment is drawn from student transfers from neighboring districts. Today, six bus routes traverse almost 600 square miles, making KISD one of the largest rural districts in the state by land area. Average class size is 20 students with a student to teacher ratio of 11:1; thus, students are given individual attention according to their needs. The graduation rate is 100%; the dropout rate is 0%; and attendance rate is typically at 97% or greater for the entire campus. Parent involvement is a big part of this success through an active booster club, teacher appreciation committees, campus improvement committees, and concession stand work during sporting events.

Klondike ISD has earned status as an "Exemplary" district each year since 2009-10, and was recognized in 2008 by U.S. NEWS & WORLD REPORT as one of "America's Best High Schools." Achieving these results is remarkable for a school which serves a diverse population comprised of both Spanish and German language students. Some of these enroll as children of migrant farm workers while others are part of the permanent population, so an adaptable curriculum and ELL supports are provided to students identified with this need. Diversity among rural/small town students is not limited to white, Hispanic and African American cultures, but also includes religious diversity due to a large Mennonite population in the area.

STEM courses like forensics and biotechnology allow exploration through hands-on experiments followed by written and verbal reports to communicate findings involving real world scenarios. Classes such as Living Skills and Money Sense target proficiencies needed to operate in daily life, including insurance and banking basics, job interview skills, cooking, family dynamics, and other concepts students will employ once independent. Movie History for high school teaches ways to relate the entertainment industry to past and current events. Music and art classes for all age levels pre-K through twelve reach tactile and emotional senses rather than simply focusing on content skills. Teen leadership courses for eighth grade and high school foster individual growth and interpersonal connections through service projects, speaking opportunities, and visits to local nursing homes. Chess class teaches sixth graders critical thinking skills by

board play and discussion, and robotics engages students in seventh grade and high school with competitive experience and programming skills. Agricultural Sciences for grades 8-12 involves classroom lectures, workshop projects with shop tools, and outdoor animal and horticultural projects that apply concepts to the care of live plants and animals. Some in grades 4-12 represent the Klondike FFA chapter in statewide competition with show animals. For high school students, the FFA program has also had over two dozen state championship teams in leadership and career development events, as well as national finalists from 2003 to 2014 – all accomplished while competing against 1-A to 5-A schools.

Distance from a large urban center has not thwarted the district's ability to offer rigorous curriculum which promotes higher learning, while also maintaining a conservative atmosphere encouraging leadership, respect, and understanding.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Klondike's single campus facility enables teachers to reach across traditional campus divisions to devise a school-wide core curriculum approach. All curriculum at Klondike is evaluated by the principal and teachers who work jointly to ensure vertically aligned curriculum that meets or exceeds 100% of the TEKS. Furthermore, easy access to teachers of previous grade levels allows successive teachers to construct plans for each class on an independent basis. This takes into account not only the individual student learning styles, but also that particular class's strengths and weaknesses.

The ELA curricular approach was chosen to help students achieve success with historically weak areas in reading and writing. Weak areas are determined by data from state assessments and benchmarks. Elementary students acquire foundational skills by watching the teacher model; then students practice in small groups according to reading level. In junior high and high school, the ELA curriculum incorporates a cross-curricular approach insuring multiple lessons on each reading and writing objective. Junior high and high school features uniqueness by eliciting creativity through media such as movie clips, videos, songs, and webpages to connect understanding to text.

The mathematics curriculum is vertically aligned from elementary through junior high and was chosen because it incorporates technology and challenges students. At every grade level, teachers present engaging lessons to students using interactive white boards and remote answering devices. Another advantage of the mathematics curriculum is the ability to have online grading and instant data analysis, enabling teachers to focus more time on individual student needs. Elementary students use iPads and junior high and high school students each have laptops to access their interactive textbooks. Students in high school have the unique ability to solve randomly generated homework problems multiple times, allowing students of all abilities the chance to master concepts and acquire foundational skills through penalty free repetition. In addition, students may access video help for each type of problem such as one would find in a flipped classroom.

In science, the elementary school chose a scripted curriculum to help self-contained teachers better deliver science TEKS with consistency among grade levels. The format, vocabulary, and assessments remain continuous throughout grades k-5. The elementary curriculum addresses the TEKS in order by incorporating laboratory experiments along with reading. Junior high and high school chose curriculum that would help all types of learners be successful. Multiple learning styles are incorporated using various tools from graphic organizers to manipulatives, in addition to a write-in textbook and an online component. High school science varies per discipline, but every subject area focuses on each reporting category as a unit and then interweaves the separate TEKS into successive units, accomplishing a spiral review of the TEKS. Foundational skills are acquired through repetition, starter review questions, word walls, and using basic knowledge to solve critical thinking tasks. In both junior high and high school, assessment incorporates formal tests and projects. In addition, videos of real world and current science research are used to incite student interest.

In addition, recent modifications in social studies TEKS caused teachers to choose curriculum that covers updated influential historical figures and events. In elementary, the curriculum addresses the TEKS using a cross-curricular approach with math, reading and writing. It provides colorful, engaging newspapers that enliven the curriculum. In junior high and high school, the curriculum presents the TEKS with real life application in mind and builds bridges from one key idea or event to another. Foundational skills in elementary are gained through presentations and role-play whereas, junior high and high school students acquire foundational skills through independent research and a learning environment that encourages student inquiry.

In all core curricular areas across grade levels, teachers practice similar strategies to improve the skills of students performing below grade level. All teachers offer tutoring before school for small group or one-on-one instruction as well as peer tutoring during the class period and remediation on computers. Other teachers occasionally pull out students during the day to give extra instruction. Teachers at Klondike stress

that making the curriculum exciting and relevant to the student is vital. Thus, most teachers choose or create curriculum that uses real life application.

Klondike strives to add value to every student including those performing above grade level. Enrichment activities are provided such as computer programing and robotic competitions for advanced students in grades three through twelve. In elementary and junior high, teachers use self-paced computerized programs that challenge learners while providing virtual rewards. Additionally, high school math and science teachers work cooperatively to engage scholars in real settings outside the classroom. For example, clinometers that are made in math are used at an amusement park to investigate the physics of roller coasters.

Klondike's curriculum and teachers prepare students for college and/or a career primarily by creating an atmosphere of high expectations. Freedom to choose and use a variety of curriculum enhances teacher creativity instead of stifling it, allowing teachers to challenge students. Students are allowed to choose dual credit classes in English, history, and mathematics in conjunction with a nearby junior college. Students interact in a virtual classroom via video conferencing, but also have a high school teacher in the room to proctor tests. Because of the high rigor, Klondike's students are prepared for college level material and have the opportunity to graduate with twenty-four college credits. In addition, students may choose to take career readiness classes such as robotics, agricultural science classes, forensics, advanced biotechnology, and money sense, which delivers Dave Ramsey's personal finance curriculum.

Klondike offers Prekindergarten. Through core curriculum, students are exposed to many concepts preparing each child for success in the primary grades. Teachers lead instruction through the Gradual Release Model to ensure comprehension. Throughout the school year, students cover letter and sound recognition, blending sounds, number recognition, comparing and contrasting, social and emotional development, and language communication. Pre-K follows the Prekindergarten Guidelines with ten Domains which align with TEKS to prepare them for upper grades. One assessment used is STAR Early Literacy through Renaissance Learning, a computer-based testing website. Others include daily observations conducted through oral one-on-one assessments, flashcards, and homework. Each student has the opportunity to visit the computer lab every day and work on ABCmouse.com and Starfall.com. All these programs address phonics, fluency, literacy, and essential elements to be a successful student in primary grades.

2. Other Curriculum Areas:

Klondike Independent School District offers a wide variety of courses in addition to those required in the core curricular area.

Prekindergarten through grade five, grade seven and grade twelve are offered visual art, performing art or both on a daily basis; this involves 171 students. Grades seven and twelve students (28 in number) take art as part of their course requirements. Another program recently offered is High School Choir. It is comprised of freshmen, sophomores, and senior high students and is offered daily as an elective. 2014-15 is the first year choir has been offered with ten students participating. The students in art and music are exposed to the four strands that comprise the TEKS for each area. Some elementary and junior high students volunteer to compete in Music Memory and Art Smart, where they are introduced to composers and artists and learn the name of the work and the artist's name. The instructors introduce various styles of art and music before students create or perform similar pieces. The music programs at KISD perform throughout the school year in Holiday and Spring Concerts as well as for special events such as Veteran's Day and singing the National Anthem at sporting venues. The performances are recorded, so the students have an opportunity to critique their work.

Physical education is a daily requirement for Prekindergarten through fifth grade. Junior high and high school students have the choice of participating in athletics or physical education. Junior high and high school athletics/ P.E. are daily activities. In addition to competing in athletic events, or playing games, the students participate in physical fitness activities. They are graded on participation, not ability.

The elementary science TEKS address health and nutrition and is taught throughout the school year. Health is a one semester academic requirement in grade six; this group of students is offered Mechanical Applications, a hands-on course which supports their mathematics and science TEKS the alternate semester. It also employs higher level thinking skills. Living Skills is an elective offered to grade ten students that reinforces health and nutrition taught in elementary and junior high, as well as mathematics. For example, the students carry "flour babies" to learn about the responsibility that accompanies parenting, as well as creating family budgets and food preparation.

Klondike Independent School District offers Spanish as the foreign language requirement for high school graduation. Students wishing to graduate on the Recommended Plan in Texas are required to take a foreign language. There are 22 grade nine students taking Spanish I and 17 grade ten students taking Spanish II. The three students striving to graduate under Texas' Distinguished Plan take Spanish III for an additional year. The school uses an online program facilitated by an off-campus instructor who covers the foreign language TEKS, including components on speaking, reading, and writing Spanish, as well as the history and culture of the country.

Klondike uses technology in a variety of areas. The elementary grades have access to class sets of IPADS used for research, novel studies, and group work. There are also APPS that have been downloaded onto these devices that enable the students to practice reading and math skills. Elementary students go to the computer lab daily where they again reinforce math facts, math computation and reading objectives. The technology used in the lower grades enhances and reinforces the TEKS covered in the core curriculum.

Technology plays a big part in the secondary student's day. Each secondary student is provided with a personal laptop. Keyboarding is a daily, required class for the sixth grade. The students are taught basic computer skills that prepare them for more advanced computer usage such as computer programming used in the STEM class, Robotics. The core curricular courses taken in junior and senior high school that rely on laptops, afford these students access to and usage of technology throughout the day.

Robotics is offered daily to grade seven students as a required course and to tenth grade as an elective. This class is computer-based and employs math and science and delves into computer programming. Forensics is a daily elective offered to grade ten students that supports mathematics and Biology TEKS. Additionally, it requires the use of higher level thinking skills.
The faculty feels the plethora of courses offered by our school provide the students of Klondike Independent School District with a well-rounded education. They prepare the students to excel in both academic and non-academic areas.

3. Instructional Methods and Interventions:

KISD teachers quickly develop an awareness of each student's learning style, aiding teachers to meet the diverse and individual needs of students. Teachers can then use ability grouping when conducting cooperative learning projects.

The teachers use an array of instructional methods which address the visual, auditory, tactile, and kinesthetic modalities of learners. In elementary, vocabulary is taught through showing a picture, drawing it, role play, choral reading, and creating sentences using the correct context of the word. When teaching comprehension skills, teachers use graphic organizers, visualization, storytelling, guided imagery, hands-on activities, and cooperative learning.

Other methods are implemented such as group work for projects or reports. Physics students employ tactile and analytical skills in egg-drop experiments and Rube Goldberg machine constructions. Trigonometry students go outdoors to investigate methods for calculating heights of objects. It is important for students to understand the concept first, then later teach the how-to steps. Movement activities such as Round Robins or Pair Shares appeal to kinesthetic and auditory learners, allowing students otherwise identified as low achievers the chance to demonstrate other kinds of intelligence.

At Klondike, interventions are carried out through different avenues. One is to have mandatory morning tutorials for struggling students. Pull-out programs such as ESL, special education, and at-risk are provided. Additionally, planners are provided to all students in grades 3-12 to teach organizational skills.

Teachers differentiate lessons based on the difficulty of the materials or processes used. For example, an English Language Learner may have to use a dictionary or picture cards to complete a task containing unknown words; whereas, a higher level student working with the same concept would have to do research, make a brochure, or commercial for their finished product. These are examples of tiered instructional processes practiced at Klondike.

Technology is supported for all students with a one-to-one program using laptops. Each classroom is equipped with a Promethean Board with Apple TVs. Elementary and junior high computer labs offer Think Through Math and IStation programs which can be utilized at home for additional practice. KISD is currently in the process of upgrading Promethean boards to flat panel touch screens. This offers students and teachers the latest technology benefiting educational opportunities for superior teaching.

Teachers achieve instructional goals by using the above techniques along with Bloom's Taxonomy. Klondike teachers are constantly pushing students to think at a higher-level and to be able to apply each concept taught to their daily lives.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Over the past five years, Klondike has consistently scored above the state average in both math and reading across grade levels. Within Klondike, data shows a significant decrease across disciplines and grade levels between 2011 and 2012, which is attributed to the change from TAKS testing to the more rigorous STAAR assessment. With the exception of the 2012 decrease in number passing, the percent of students passing the reading and ELA tests increased every year as students were promoted because most students stay within the Klondike system from early elementary through high school. Klondike's data displays consistent strength in mathematics within grades 5, 6, 8 and 9. This steady trend is attributed to highly qualified, degreed teachers specializing in mathematics.

In 2014, achievement gaps are present in third grade math in both economically disadvantaged and Hispanic subgroups. In addition, gaps in math are present in fourth grade economically disadvantaged and Hispanic subgroups, as well as fourth grade Hispanic reading. Changes in the student population account for some losses when new students arrive mid-year. Also, it is important to note that in a small population, each student's scores can have a dramatic impact if only one does not meet expectations. To bridge this gap, programs have been implemented that target students whose testing results are low. To help Hispanic and economically disadvantaged students, Klondike provides a computer to utilize at home so students can access remediation programs such as Think Through Math and IStation. In addition, the aforementioned subgroups are provided a free breakfast and lunch which ensures proper nutrition for optimal mental focus. Additionally, a site-based committee composed of parents, community members, teachers, and administrators meets at the end of the year to devise a plan to close the gaps and decide where federal funding might best be spent.

Overall, the amplitude of change in testing data has been small, revealing an overall steady trend in results and an effective strategy in closing gaps.

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

At Klondike, teachers are given the previous year's results to adjust strategies for improvements. Teachers cooperatively work with administrators to review assessment data to improve student performances. Each teacher conducts oral assessments, observations, and formal assessments on students as needed. Teachers are required to administer formal benchmark assessments of core standards with multiple choice questions modeled after the STAAR tests. Teachers can choose to use a Scantron answer document to aid in researching the individual results of a benchmark. The teacher can see which questions on the test were missed most frequently and use the data to inform instruction alterations, thus improving student mastery.

Another systematic process practiced by teachers and administrators is one-on-one conferences over the results of assessments. The purpose of the meeting is to devise a plan to help at-risk students become successful. Once the administrator and teacher identify an at-risk student, the parents are informed of plans to have mandatory tutoring either during or after school for the child. KISD teachers are constantly researching for fresh approaches to the content being taught.

Klondike distributes official reports released from the state of individual results to each student to take home. Also, a teacher may choose to type a letter that informs the parents of a child's results, enabling clear and open communication between the school and home.

Throughout the school year the principal holds Academic Rallies for students. At these rallies and at an end of year awards assembly, major accomplishments are announced to the audience. The meanings of results are clear and precise, not in "teacher lingo." Articles are printed in the local newspaper informing the community of academic achievements at Klondike. When KISD teachers, administrators, students, and parents work together it is easier to obtain a common goal.

Part VI School Support

1. School Climate/Culture

New leadership five years ago brought a new vision with the purpose of graduating young adults who were not only prepared for college academically, but also ready to lead the next generation; however, student empathy and teacher morale were found lacking.

To reverse this condition, the new principal fostered a teen leadership class for eighth grade using a curriculum written by The Flippin Group, which is designed to increase a student's understanding of leadership and responsibility. For the past five years, all students have been required to take this class. As a result, students now thrive in a climate that values academic goal setting as well as interpersonal relationships.

A program called Character Counts meets students' academic and social needs. During morning announcements, the principal reads character lessons which explore issues like responsibility, kindness, tolerance, respect, choices, and honesty. Elementary students are also immersed in the practice of "filling others' buckets" as illustrated in the book, Have You Filled a Bucket Today? by Carol McCloud. The principal visits each elementary classroom and reads selections from this book to students in order to teach the concept of caring for each other by sharing complements and kindnesses, but also by encouraging accountability in all areas, including academics. Both of these character programs have helped create a climate where students encourage excellence among one another and has helped the school to become bully free. As a result, students are better able to focus on their academic growth when they are confident that social issues outside the classroom will be addressed in an appropriate way.

To foster their emotional growth, the principal and three high school teachers take high school students on a four-day field trip each May. Students visit museums and other educational venues that open up new worlds to those who rarely travel. Last year, students visited beautiful Cloudcroft, NM, where they were able to experience White Sands National Monument and a pistachio farm. But the most important part of the trip took place around a campfire one night. Students and teachers were given the opportunity to approach one other and share some things they appreciate about that person. These exchanges are still talked about a year later.

In trying to create the same environment for teachers, the principal again looked to the Flippin Group's program called "Capturing Kids' Hearts." The staff needed to become a family to accomplish a unified vision for students. For the past five years, the principal accompanies teachers to "Capturing Kids' Hearts" conferences which teaches the philosophy which says, "Students don't care how much you know until they know how much you care." Parents of different grades also sponsor teacher appreciation awards by taking turns in bringing home-cooked meals to the staff once per month, and teachers have also formed a book club that meets monthly outside of school. With these efforts, teachers feel valued at school and in the community.

2. Engaging Families and Community

Klondike is unlike most schools in the fact that the community is a family. Anytime someone in the community is in need, the entire Klondike family stands in the gap for them. On several occasions, staff and students have raised money for families in the school dealing with cancer. They have raised several thousand dollars for families who are struggling with this disease. Every year students participate in a canned food drive to help families within the community. "Lights of love" is another community project that students are involved in that help give children in our community toys at Christmas that might otherwise go without. Klondike students are always looking for ways to help the members of our community. The local FFA chapter also joins in with yearly service projects.

Parent participation within the school is another big reason for its success. An active booster club sponsors school dances and decorates the cafeteria and hallways for various activities, from athletics to FFA teams.

Parents organize the annual Scholastic Book Fair each October, which encourages reading among elementary students. Proceeds from the book fair are also used to help buy children glasses who cannot afford them. The school sponsors a Harvest Festival that brings the entire community together to raise money for each class which brings teachers and community members closer together.

The school started having an academic rally after the second and fourth six weeks to celebrate student achievement with the community. The rally is designed to promote academics and reading, applaud academic success and reward them for their diligence. Each year a Veteran's Day program is organized to honor America's veterans. A veteran is invited to speak, the choir performs, and a slideshow honors community members who have served the country. At the end of the fall and spring semesters, the community is brought together again with a spectacular music program.

Klondike partners with several businesses that help build strong relationships within the community. Several companies support the school financially to meet the goals of the students each year. A local restaurant sets aside one night each semester as a Klondike night, where the school receives twenty percent of all sales. A great relationship with a local junior college exists which allows students to earn dual credit in many higher education classes. Students are able to graduate from high school with over 24 hours of college credit.

Klondike has truly become part of a network, linking families, communities, local businesses, and higher education together for the benefit of all students.

3. Professional Development

The kinds of professional development used at KISD has changed in the past five years. First, administration realized the importance of allowing teachers to attend any conference they wish. For instance, several teachers began attending the yearly Texas math and science conferences to bring back new ideas and up to date materials that help students achieve goals. Teachers also attend the state technology conference in Austin to bring back ideas on how to improve or upgrade the technology that is already in place. The regional service center offers professional development, but the principal saw the need to invite a service center representative to campus last year to introduce the new TEKS to K-12 math teachers. This approach eased their concern about the multitude of changes on the horizon.

The administration also attends yearly conferences to explore new possibilities for Klondike. While some administrators opt out of these opportunities, KISD realized the importance of seeking ways to improve their leadership skills and practices. This approach has improved staff in-service trainings at the beginning of each school year.

A second area of focus was teacher morale, which was at an all-time low. The implementation of Capturing Kids' Hearts changed the way staff viewed not only each other as professionals, but also the students they teach. The need to raise test scores was apparent, but this goal could not be achieved without first raising morale. The results have led to better classroom management and a staff that cares about each other. Student achievement has reflected this positive change in atmosphere because they are more confident to pose questions in class without feeling diminished.

Finally, when preparing professional development for the summer, administrators try to find trainings that will address areas of concern identified by the teachers. For instance, last year many teachers felt they needed training with Google since Klondike was moving in that direction for email and data sharing. The Google training not only taught them how to use the new school email system, but also allowed them to set up their own classes enabling students to turn in assignments electronically. Regular training for smart boards is another priority because teachers recognize the need for advanced tools that will target the TEKS. For instance, social studies teachers can display different views of maps and timelines, while ELA teachers find new ways to demonstrate revising and editing strategies.

Choosing the right professional development has propelled Klondike into being one of the best schools in the state. Improvement in morale continues to create positive effects in the classroom, while more focused professional development has enabled the school to embrace the technological age.

4. School Leadership

Klondike is a pre-K through 12th grade school that serves all students on one campus. The administrative team is comprised of a superintendent and a principal. The superintendent generally manages the school's overall budget and directly supervises the office staff, maintenance department, and food service. The principal manages the teachers and students. Some of his duties include discipline, teacher appraisals, budget manager, and curriculum director. The superintendent answers to the school board and the principal answers to the superintendent. The superintendent and principal work together with a common goal of having the best school in the nation. As an administrative team, they have ensured each student's safety by adding security measures which include interior and exterior cameras that provide for the well-being of all persons and property on campus day and night.

Careful budget planning also guarantees that teachers and students have everything needed to be productive and successful. The principal does not believe in micro-managing his staff. Rather, his philosophy is to empower them to be the best they can be, offering support in any way possible. For instance, when a new choir program was put into place, no budget existed for the course. Administration worked with the teacher to ensure that all requested materials and supplies were made available for a successful program. The same practice is used when any new course is implemented, ensuring that TEKS are met and student needs are addressed at all times.

Teachers at Klondike are stakeholders in their own success due to the rigorous testing required by the state. Teachers understand that students must be taught the Texas Essential Knowledge and Skills in order to prepare them for rigorous testing. Allowing teachers to have a voice in choosing curriculum has been a large contributor to the high test results the district has seen. Additionally, when a teacher needs support with his or her classroom management, the principal offers support so that teachers can then spend more time teaching and less time disciplining. The principal's presence in hallways and classrooms helps with discipline and supports teaching staff. As a result, people in the community have often commented about the excellent student behavior they observe when Klondike students represent the school in public. Students have also learned that their actions reflect upon the school, and this has produced self-motivated positive behavior.

The superintendent and principal believe students will rise to meet any challenge put before them. Believing in teachers and students motivates the school to continue in a positive direction. Communication with parents is another reason Klondike thrives. To be successful in public schools today, it takes everyone in the community, from administrators, teachers, custodial staff, students, and parents. All stakeholders must be considered when planning for success.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 3	Edition/Publication Year: 2014
Publisher: Pearson	

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	79	100	100	93	100
Advanced Academic Performance	32	15	28	50	80
Number of students tested	19	20	18	14	
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	6	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	50	100	100	90	100
Advanced Academic Performance	17	29	22	30	80
Number of students tested	6	7	9	10	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above	0	100	100	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	2	1	1
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	100	0
Advanced Academic Performance	0	20	25	67	0
Number of students tested	2	5	4	3	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	50	100	100	86	100
Advanced Academic Performance	25	22	13	43	67

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	4	9	8	7	3
5. African- American Students					
Satisfactory Academic Performance and above	100	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	86	100	100	100	100
Advanced Academic Performance	36	9	40	57	100
Number of students tested	14	11	10	7	6
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 4	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	90	94	86	100	100
Advanced Academic Performance	10	38	43	64	50
Number of students tested	20	16	13	14	20
Percent of total students tested	100	100	93	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	6	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	67	88	86	100	100
Advanced Academic Performance	33	50	29	60	36
Number of students tested	6	8	7	5	11
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	0	0	0
Advanced Academic Performance	33	33	0	0	0
Number of students tested	3	3	0	0	0
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	100	0	0	0	25
Number of students tested	1	2	1	1	4
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	80	86	100	100	100
Advanced Academic Performance	20	29	60	80	0
Number of students tested	10	7	5	5	6
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	88	100	100
Advanced Academic Performance	0	44	38	63	71
Number of students tested	10	9	8	8	14
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
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					

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

NOTES: Alternative testing is a state modified special education test

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 5	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	81	64	38	80	80
Number of students tested	16	14	16	20	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	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	71	50	40	60	79
Number of students tested	7	8	5	10	9
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	0	0	0	100
Advanced Academic Performance	50	0	0	0	0
Number of students tested	2	0	0	0	1
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	0	100	100	100
Advanced Academic Performance	50	0	100	50	100
Number of students tested	2	0	1	2	2
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	71	80	17	67	86
Number of students tested	7	5	6	6	7
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	89	56	56	86	75
Number of students tested	9	9	9	14	8
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
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					

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

NOTES: Alternative testing is a state modified special education test

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 6	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	89
Advanced Academic Performance	63	27	27	50	39
Number of students tested	16	15	22	16	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	0	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	89
Advanced Academic Performance	43	50	10	42	44
Number of students tested	7	4	10	12	9
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	0	0	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	1	0
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	100	80
Advanced Academic Performance	60	40	0	25	30
Number of students tested	5	5	7	8	10
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	100	0	0	0	0
Advanced Academic Performance	100	0	0	0	0
Number of students tested	1	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	100	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	60	22	40	75	57
Number of students tested	10	9	15	8	7
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	1
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					

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

NOTES: Alternative testing is a state modified special education test

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 7	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	82	82
Advanced Academic Performance	53	23	23	12	36
Number of students tested	15	22	13	17	11
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	8	0	27
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	75	86
Advanced Academic Performance	50	10	29	25	43
Number of students tested	2	10	7	8	7
2. Students receiving Special Education					
Satisfactory Academic Performance and above	0	0	100	0	33
Advanced Academic Performance	0	0	0	0	33
Number of students tested	0	0	1	0	3
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	67	80
Advanced Academic Performance	60	0	17	0	40
Number of students tested	5	6	6	9	5
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	100	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	83
Advanced Academic Performance	56	31	29	29	33
Number of students tested	9	16	7	7	6
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	0
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 8	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	77	100	100
Advanced Academic Performance	36	14	0	18	24
Number of students tested	22	14	11	11	17
Percent of total students tested	100	100	85	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	9	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	67	100	100
Advanced Academic Performance	38	20	0	20	13
Number of students tested	8	5	3	5	8
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	0	0	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	1	0
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	0	17	0	0	25
Number of students tested	6	6	7	4	4
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	67	100	100
Advanced Academic Performance	50	13	0	29	23
Number of students tested	16	8	3	7	13
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	1	0	0
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 9	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	100	94	100
Advanced Academic Performance	63	7	0	23	18
Number of students tested	16	14	13	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	6	0	0	0	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	89	100
Advanced Academic Performance	80	0	0	33	20
Number of students tested	5	3	4	9	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	0	0	0	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	0	1
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	1
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	75	100
Advanced Academic Performance	63	11	0	0	14
Number of students tested	8	9	4	4	7
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	63	0	0	31	20
Number of students tested	8	4	9	13	10
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	100	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	1	0	0	0
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					

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

NOTES: Alternative testing is a state modified special education test

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 10	**Edition/Publication Year:** 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	87	100	100
Advanced Academic Performance	7	45	27	18	27
Number of students tested	15	11	14	17	15
Percent of total students tested	100	100	93	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	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	0	67	33	20	17
Number of students tested	4	3	6	5	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above	0	0	0	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	1
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	100	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	2
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	67	100	100
Advanced Academic Performance	0	50	0	17	33
Number of students tested	10	4	3	6	6
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	100
Number of students tested	0	0	0	0	1
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	0	43	36	18	13
Number of students tested	4	7	11	11	8
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	100	0	0	0	0
Advanced Academic Performance	100	0	0	0	0
Number of students tested	1	0	0	0	0
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					

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

NOTES:

Subject: Reading/ELA	Test: TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 3	Edition/Publication Year: 2014
Publisher: Pearson	

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	95	100	94	93	90
Advanced Academic Performance	32	30	39	57	40
Number of students tested	19	20	18	14	
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	6	7	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	89	90	80
Advanced Academic Performance	0	29	44	40	20
Number of students tested	6	7	9	10	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above	0	100	100	100	0
Advanced Academic Performance	0	0	50	100	0
Number of students tested	0	2	2	1	1
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	100	0
Advanced Academic Performance	0	40	50	33	0
Number of students tested	2	5	4	3	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	88	86	67
Advanced Academic Performance	0	11	25	57	33
Number of students tested	4	9	8	7	3
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	100	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	1
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	93	100	100	100	100
Advanced Academic Performance	43	45	50	57	50
Number of students tested	14	11	10	7	6
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 4	Edition/Publication Year: 2014
Publisher: Pearson	

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	90	94	93	93	95
Advanced Academic Performance	30	38	29	64	30
Number of students tested	20	16	13	14	20
Percent of total students tested	100	100	93	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	6	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	83	88	100	80	91
Advanced Academic Performance	33	38	14	40	27
Number of students tested	6	8	7	5	11
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	0	0	0
Advanced Academic Performance	33	0	0	0	0
Number of students tested	3	3	0	0	0
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	100	75
Advanced Academic Performance	0	0	0	0	25
Number of students tested	1	2	1	1	4
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	80	86	100	80	83
Advanced Academic Performance	20	43	40	60	17
Number of students tested	10	7	5	5	6
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	100	0
Number of students tested	0	0	0	1	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	40	33	25	63	36
Number of students tested	10	9	8	8	14
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
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					

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

NOTES: Alternative testing is a state modified special education test

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 5	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	93	81	95	100
Advanced Academic Performance	25	14	25	40	67
Number of students tested	16	14	16	20	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	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	88	40	90	100
Advanced Academic Performance	29	0	20	40	67
Number of students tested	7	8	5	10	9
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	0	0	0	100
Advanced Academic Performance	50	0	0	0	100
Number of students tested	2	0	0	0	1
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	0	100	100	100
Advanced Academic Performance	0	0	0	100	0
Number of students tested	2	0	1	2	2
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	80	67	83	100
Advanced Academic Performance	0	20	33	50	57
Number of students tested	7	5	6	6	7
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	89	100	100
Advanced Academic Performance	44	11	22	36	75
Number of students tested	9	9	9	14	8
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
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					

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

NOTES: Alternative testing is a state modified special education test

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 6	**Edition/Publication Year:** 2014
Publisher: Pearson	

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	87	100	100	89
Advanced Academic Performance	25	33	23	69	44
Number of students tested	16	15	22	16	18
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	0	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	86	50	100	100	89
Advanced Academic Performance	14	25	20	58	22
Number of students tested	7	4	10	12	9
2. Students receiving Special Education					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	100	0
Number of students tested	1	0	0	1	0
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	80	100	100	90
Advanced Academic Performance	20	60	0	50	30
Number of students tested	5	5	7	8	10
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	100	0	0	0	0
Advanced Academic Performance	100	0	0	0	0
Number of students tested	1	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	100	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	1	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	90	89	100	100	86
Advanced Academic Performance	20	22	33	88	57
Number of students tested	10	9	15	8	7
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	100
Number of students tested	0	0	0	0	1
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 7	Edition/Publication Year: 2014
Publisher: Pearson	

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	88	91
Advanced Academic Performance	33	23	23	35	27
Number of students tested	15	22	13	17	11
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	8	0	18
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	88	100
Advanced Academic Performance	50	20	29	38	29
Number of students tested	2	10	7	8	7
2. Students receiving Special Education					
Satisfactory Academic Performance and above	0	0	100	0	67
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	1	0	3
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	1	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	89	100
Advanced Academic Performance	40	0	17	11	20
Number of students tested	5	6	6	9	5
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	100	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	86	83
Advanced Academic Performance	33	31	29	57	33
Number of students tested	9	16	7	7	6
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	0	100	0
Advanced Academic Performance	0	0	0	100	0
Number of students tested	0	0	0	1	0
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 8	Edition/Publication Year: 2014
Publisher: Pearson	

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	32	43	31	45	53
Number of students tested	22	14	13	11	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	0	0	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	25	40	20	40	50
Number of students tested	8	5	5	5	8
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	0	0	100	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	1	0	0	1	0
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	17	33	29	25	25
Number of students tested	6	6	7	4	4
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	38	50	20	57	62
Number of students tested	16	8	5	7	13
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	0	100	0	0
Advanced Academic Performance	0	0	100	0	0
Number of students tested	0	0	1	0	0
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					

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

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: TAKS- 2010-2011, STAAR- 2012-2014
All Students Tested/Grade: 9	Edition/Publication Year: 2014
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	93	93	100	100
Advanced Academic Performance	24	13	0	47	53
Number of students tested	17	15	14	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	6	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	67	100	100
Advanced Academic Performance	40	0	0	33	20
Number of students tested	5	3	3	9	5
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	0	0	0	100
Advanced Academic Performance	100	0	0	0	0
Number of students tested	1	0	0	0	1
3. English Language Learner Students					
Satisfactory Academic Performance and above	0	0	0	0	100
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	1
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	83	100	100
Advanced Academic Performance	33	22	0	25	29
Number of students tested	9	9	6	4	7
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above	0	0	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
Satisfactory Academic Performance and above	100	80	100	100	100
Advanced Academic Performance	13	0	0	54	70
Number of students tested	8	5	8	13	10
10. Two or More Races identified Students					
Satisfactory Academic Performance and above	0	100	0	0	0
Advanced Academic Performance	0	0	0	0	0
Number of students tested	0	1	0	0	0
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					

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

NOTES: Alternative testing is a state modified special education test