

FRANK MICHAEL SATARINO

Born: September 3, 1947
Dallas, Texas

Religion: Roman Catholic
St. Elizabeth of Hungary Parish

Family: Father - Joseph Sisters: Patty Cozart
Mother - Katie Dottie Lucas
Molly Cook

Military Service: U.S. Army (2 years)
SP - 4 - Physical Activities Specialist
Ranked 2nd of all recruits in Basic Training
5.9 out of 6.0 in leadership training
1972 Olympic Trials - European Handball

Education: St. Thomas Aquinas (Grades 2-8)
St. John's Seminary (Grade 9)
Bishop Dunne High School (Grades 10-12)
University of Notre Dame (BBA in 4 years)
SMU (M.Ed. in 1 year)
TWU (Mid-Mgt. Certification)

Work Experience: Teacher/Coach at Bishop Dunne (1972-78)
Administrator at Episcopal School of Dallas (1978-83)
Principal of Bishop Dunne High School (1983-96)*
Administrator at Bishop Dunne/Diocese of Dallas (1996-97)
Principal of TAG Magnet for DISD (1997-Present)**

Honors earned During Professional Career:

- District Championship Coach - 9th Grade Boys' Basketball - 1975
 - Summer Park of the Year - City of Dallas - 1975
 - "Mike Satarino Day" at the Episcopal School of Dallas - April 23, 1981
 - Outstanding Volunteer - Oak Cliff Chamber of Commerce - 1986
 - Outstanding Committee Chair - Oak Cliff Chamber of Commerce - 1987
 - Member of the Year - Oak Cliff Chamber of Commerce - 1989 and 1994
 - Outstanding Director - Oak Cliff Chamber of Commerce - 1992
 - Oak Cliff Chamber of Commerce - Member of Board of Directors - 1988-92 and 1996-97
 - Member of Executive Board - 1991-92
 - Oak Cliff Lions' Club
 - Member of Board of Directors - 1988-92 and 1996-97
 - Elected third Vice-President - 1991 and 1996
 - Elected second Vice-President - 1997
 - Diocesan Principals' Association - President - 1987-90; 1990-93; and 1993-96
 - Bishop Dunne Hall of Fame - selected in 1988
 - Oak Cliff YMCA
 - Adult Volunteer of the Year - 1990
 - Chairman's Award from YMCA of Metropolitan Dallas - 1991
 - Member of Board of Directors - 1990-92
 - President of the Board - 1991-92
 - Caroleen Hensgen Award as Principal of the Year - Finalist - 1990, 1991, and 1992
 - Winner - 1991
 - Award of the Year by the Notre Dame Club of Dallas - 1995
 - Named "Outstanding Educator" by the Notre Dame Alumni Association - 2010
 - Bishop Dunne High School Yearbook Dedication - 1996
 - TAG Magnet High School named Exemplary School by the TEA - 1998 through 2011
 - TAG Magnet High School named by "D Magazine" as the outstanding AP school in the metroplex in 2001, 2003, 2005.
 - TAG Magnet High School named the Number 1 public high school in the nation by NEWSWEEK Magazine in 2006, 2007, 2009, and 2010.
 - TAG Magnet High School named Number 1 public High school in the nation by *US News and World Report* in 2012
 - TAG Magnet High School - \$10,000 Attendance Improvement Award - 1999 and 2000
 - TAG Magnet High School - 2003 No Child Left Behind-Blue Ribbon School - US Dept. of Educ.
 - Dallas ISD Area 5 Principal of the Year - 2003-04; Master Principal for 2007-08, 2008-09, 2009-10, 2010-2011
- - As Principal of Bishop Dunne High School, I initiated a Student Assistance Program whereby I solicited sponsors for both the minority and the poor students to be able to attend private school. When I left, 70% of our students were on financial assistance totaling over \$3,000,000.
 - ** - As Principal of the TAG Magnet, I dealt with the Desegregation Court Order of the Dallas Public Schools until 2005. I set recruiting standards which increased the percentage of Minority students in our student body from 40% to 60%. In collaboration with the TAG faculty and staff, I initiated the restoration of the Interdisciplinary Seminar program which was so successful at Pinkston.

Married: Wife - Patty

Children - Mary Elizabeth
Angela Christine
Michael Patrick
Joseph Edward

Grandchildren - Jackson and Jayce Blair
-Frank Michael Satarino II

Address: 2012 Myrtlewood
Dallas, Texas 75232

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Honors: (High School) - Perfect Attendance
Ad Altari Dei
4.0 average/NHS
3-year letter - football
3-year letter - baseball
(College) - Beta Gamma Sigma
Academic Scholarship
4-year letter - Lacrosse
Chairman - Mardi Gras
Graduated Cum Laude
BBA - June, 1969
(Graduate) Academic Scholarship
Graduated Magna Cum
M.Ed - August, 1970
Mid-Mgt. Certificate 1999

State Panel:

On September 13, we will specifically look at the following charge (#4) for which you will testify:

Study the impact of extended learning time on school success. Evaluate the different programs offered, best practices, school implementation, and incentives for building community partnerships that allow a variety of academic and career-related learning opportunities. Examine the effect of after-school programs on academic performance, school attendance, behavior, and promotion to the next grade level, and the relationship between the availability of after-school programs in an area and the high school dropout rate.

Some thoughts on which I will be glad to elaborate:

- 1) I take great pride in living and working in the Oak Cliff section of Dallas and in the work being done by the Dallas ISD
- 2) I'm old and I do things the old-fashioned way because they work:
 - There is a very simple formula that I was taught to use to develop an effective school – the Triangle of Success with the vertices of student, parent, and teacher. When that triangle is equilateral, you will have an effective school. It is easy to say, but very hard to accomplish.
 - Children don't care about what you know – they want to know how much you care. They all come with baggage – it is our job to help them unpack.
 - The vast majority of teachers are not in this ministry because of the money. They know that the real reward for working in the field of education comes later – when a former student or athlete comes up to you years after they have left school and thanks you for what you did for them. That is when you are paid.
 - The kids must come first; and, if they don't, those people need to be taken out of the classroom immediately.
 - Stop all of this incessant standardized testing – let the teachers get back to instruction, not test preparation. (As a side bar, schools will need a minimum of three weeks – probably four – to effectively and efficiently give the STAAR/EOC to 9th, 10th, and 11th grade students.)
- 3) It is not about how much time you have, but what you do with the time you are given
- 4) It is not about how much money you have to spend, it is how you spend the money you have. Don't complain about the lack of funding – go into the community, build a relationship between the business community and your school and find the support you need.
- 5) You can't spend the problem away on programs and equipment – place your money in the teachers' salaries. Have the teachers' salaries based on merit, but define merit appropriately. Have the effective teachers' salaries be higher than the administrators – then the great teachers won't leave the classroom to become administrators.
- 6) Prepare students for your expectations of them – we meet with them three times during recruitment and two times after acceptance.
- 7) It is harder to stay number one than it is to reach number one because complacency is the greatest cancer you fight when you are successful.

TAG Magnet High School

Mission

We prepare students to gain admission to, earn scholarships for, and succeed academically at the university of their choice.

Vision

Our graduates will succeed in the field of their choice at the university level.

	Enrollment									
	2012-13									
Grade Level/Openings	ANGLO	AFRI AM	HISPANIC	AM. Indian	ASIAN	Hawaiian	TOTAL	MALE	FEMALE	
9th Grade (Accepted)	23	7	12	1	21	1	65	22	43	
10th Grade (Accepted)	29	11	12	0	11	1	64	25	39	
11th Grade (Accepted)	27	10	17	0	4	1	59	26	33	
12th Grade (Accepted)	22	10	23	0	11	0	66	22	44	
Totals	101	38	64	1	47	3	254	95	159	
Percentages	39.80%	15.0%	25.20%	0.40%	18.50%	1.20%		37%	63%	

Guidelines to qualify for selection to the School for the Talented and Gifted Magnet High School for 2012-13:

- 1) Application must include proof of residence within the DISD attendance zones so we can determine the Dallas ISD Learning Community within which the student resides (NE, NW, SE, SC, SW). Students with out-of-district addresses will be kept separate and will be accepted only if policy allows and if seats are available after all qualified district students are served.
- 2) National-norm test scores averaging 82 or higher in English and Math. However, no single score can be below 75. We will use whatever score is higher between “Reading Total” and “Reading Comprehension” and between “Math Total” and “Math Problem Solving”. However, Dallas ISD 8th grade students will take the REDIStep assessment this fall. The score sheet from this assessment will show scale scores in “Critical Reading” and Mathematics”. The average of those two scale scores should be 6.0, with no single scale score below 5.8.
- 3) GPA in Core courses (English/Math/Science/Social Studies) at the end of the second six week grading cycle of the 2012/13 academic year of at least 82%. Second six-week report card is to be submitted with the application.
- 4) Our third measure would be a portfolio of four items:
 - A handwritten essay on a different topic each year – they will have a choice of three topics; value of 25 points. **Three Wednesdays and two Saturdays have been selected as dates for applicants to report to Townview and write their essays – January 9, 12, 26, 30, and February 6.** We will take 50 students per day – first to sign up/first served.
 - A resume with supporting documentation; value of 17 points
 - A project from school, or outside of school, which shows extended effort and indicates creativity. The “Project Form” must be completed and attached to the project – value of 28 points
 - Standardized Test scores and GPA. The GPA will be in the four core courses and will include both the 7th and the 8th grade years. The standardized test scores for national norm tests will be the average of the Verbal and the Math scores. Scoring for both is as follows: 9 points awarded for an average from 82 to 87; 12 points awarded for an average from 88 to 93; and 15 points awarded for an average from 94 to 99 – value of 30 points. Scoring for the REDIStep will be: 9 points for average scale scores of 6.0 and 6.2; 12 points for average scale scores of 6.4 and 6.8; 15 points for average scale scores of 7.0 and above.
- 5) The rubric will be scored on a 100-point scale and the student must score at least 82 to be part of the selection pool.

Please be advised that the essay topic, the skeletal for the resume, and the project description will be part of the application packet for TAG. The application packet will be available at the Magnet Fair and it will be electronically available on the TAG Web Site.

We had an enrollment cap of 260, with classes of 65 at each level. **We would hope to offer acceptance to 65 freshmen and 2 juniors this year. Should we not have 2 juniors apply, those seats could be given to the freshman class.**

The decision of the Dallas ISD School Board is that the top 30% of the available seats will be given based on merit – the top 20 scores for TAG. The remaining 45 seats will be given by residence in Elementary Learning Communities – DISD Learning Communities SE, SW, NE, SC, and NW. Applicants will be ranked by score according to the Learning Community their Dallas address puts them. The number of seats per Learning Community will be determined by the percentage of eighth grade students currently enrolled in that Learning Community in DISD schools.

SCHOOL FOR THE TALENTED AND GIFTED



1201 East Eighth Street, Suite 302
Dallas, Texas 75203

School Profile

The School for the Talented and Gifted (TAG) was founded in 1982 and emphasizes a liberal arts education for academically gifted adolescents. The school maintains a strong college preparatory emphasis with a special focus on creative problem solving strategies and arts integration. Specially designed courses allow for concentrated study in the natural sciences, social studies, expressive arts, or a combination of these areas. Seniors at TAG complete a mentor-advised, college level research project in a field of their choosing. Throughout the program, a faculty that is well-trained in strategies for gifted students uses a team approach to ensure the discovery and development of each individual student's unique capacities through academic challenge, as well as a variety of extracurricular clubs and organizations, competitions, and community service activities. Field trips, guest speakers, and school wide activities further enrich the curriculum.

During the academic year, students participate in a number of multidisciplinary activities:

TAG TREK is a three-day excursion/seminar to an outdoor learning environment where students are involved in an intensive, thematic, hands-on experience. Expanded TREK activities create yearlong interconnections between academics and enrichment experiences.

TAG INTERIM TERM (TAG-IT) in March offers talented and gifted students an opportunity to explore an academic area through in-depth study. Students work in a variety of settings that allow for specially designed exploratory labs, field lessons, real-life product development, and dialogue with experts in the field.

TAG FORUM - TAG has always dealt with the challenges of meeting the needs of gifted students who enroll with varying degrees of skill development, as well as maintaining a focus for the entire school. TAG Forum includes an overview in the areas of study skills, research methods, social/emotional needs of the gifted, character development, goal setting as well as career planning. Professionals from a wide variety of fields also hold student-centered seminars to share their experiences and answer questions.

In summary, graduates of the School for the Talented and Gifted are uniquely prepared to excel in the most challenging college curriculum, due to the traditions of academic excellence, social responsibility, and leadership at TAG.

Graduation Requirements

All students follow the advanced course sequence beginning with the 9th grade Pre-Advanced Placement, which leads to a Distinguished Achievement graduation program.

COURSES REQUIRED FOR GRADUATION

English	5 credits	Fine Arts	1 credit
World Language	3 credits	PE/Health	2 credits
Science	4 credits	Computer Science	1 credit
Mathematics	5 credits	Speech	1 credit
Social Studies	4 credits		

ADVANCED PLACEMENT COURSES

Students at the School for the Talented and Gifted undergo a broad and intensive program of study of required courses and are strongly encouraged to pursue as many of the following Advanced Placement courses as possible:

Art History	Macroeconomics
Biology	Music Theory
Calculus AB	Physics-B
Calculus BC	Physics-C: E&M
Chemistry	Psychology
Computer Science AB	Spanish Language
English Language & Comp.	Spanish Literature
English Literature & Comp.	Statistics
Environmental Science	Studio Art-2D
European History	Studio Art-3D
French Language	Studio Art-Drawing
German Language	US Government & Politics
Human Geography	US History
Latin: Vergil	World History

School for the Talented and Gifted

US NEWS and WORLD REPORT – rated TAG as the Number 1 Public High School in America for 2012. In five out of the last seven years, TAG has been rated the Number 1 Public High School in the nation.

NEWSWEEK.com – rated TAG as the Number 1 Public High School in America for the fourth year in the past five years – 2006, 2007, 2009, 2010.

2003 No Child Left Behind – Blue Ribbon School, a national award presented by the U.S. Department of Education for consistent exemplary performance of its students over the previous seven years.

TEA Exit Level Project for graduating TAG seniors – TAG is the only school in the district providing this opportunity to G/T students.

GRADUATING CLASS of 2012 – 54 GRADUATES RECEIVED ACADEMIC SCHOLARSHIPS AND GRANTS TOTALLING MORE THAN **\$12,000,000**.

GRADUATING CLASS of 2013 ALREADY RECEIVING RECOGNITION FOR THE 66 MEMBERS OF THE GRADUATING CLASS:

- **9 National Merit Semi-Finalists**
- **2 National Achievement Semi-Finalists**
- **10 National Hispanic Scholars**
- **National Hispanic Scholar Honorable Mention**
- **National Merit Commended Students**
- **National Achievement Outstanding Participants**

MEAN SAT SCORES (Class of 2012):

Verbal – 642 MATH – 657 WRITING – 618 TOTAL - 1917

HONORS FOR 2011-12 AP TEST RESULTS:

- 3.36 Average AP Score for all tests taken
- 75% Highest Percentage of Students Passing the Tests in the State of Texas
- 66 AP Scholars
- 18 AP Scholars with Honor
- 49 AP Scholars with Distinction
- 28 National AP Scholars