

PART I - ELIGIBILITY CERTIFICATION

12TX16

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

12TX16

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 182 Elementary schools (includes K-8)
 (per district designation): 50 Middle/Junior high schools
49 High schools
15 K-12 schools
296 Total schools in district
2. District per-pupil expenditure: 8021

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	59	68	127
3	0	0	0		10	43	76	119
4	0	0	0		11	52	54	106
5	0	0	0		12	33	61	94
Total in Applying School:								446

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
6 % Asian
6 % Black or African American
85 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
3 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 0%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 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, 2010	461
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 7

Number of non-English languages represented: 2

Specify non-English languages:

Non-English languages spoken by our families are Spanish and Vietnamese.

9. Percent of students eligible for free/reduced-priced meals: 84%

Total number of students who qualify: 372

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 1

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>1</u>
Total number	<u>36</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	99%	98%	98%	98%	98%
High school graduation rate	100%	63%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>100</u>
Enrolled in a 4-year college or university	<u>70%</u>
Enrolled in a community college	<u>16%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>3%</u>
Military service	<u>2%</u>
Other	<u>8%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Strengths and Accomplishments

At EECHS, every student will graduate with either the distinguished or the recommended high school diploma, and college-ready without any remediation necessary. Seventy-five percent will graduate with either an associate's degree, or the core college curriculum. The school-wide goal is a 90% passing rate on all state-mandated testing, with ongoing benchmarks and remediation. The amazing thing is that these are students who statistically should not even be graduating from high school due to family and economic issues.

Prior to graduation, all students will perform a minimum of 15 hours of community to the school yearly, and self-select a senior capstone project based on their community interests or career aspirations. This project will be presented to other Houston-area early college students at senior summit in May of their graduation year. 100% of all graduates in 2010 and 2011 accomplished this school expectation with an average of 50 community service hours per year.

The school's strength lies in taking average kids, pushing them hard, providing them with exceptional teachers and emphasizing extremely high expectations. This is the only way of ensuring that our students successfully complete four years of high school and two years of college in four years. The average college GPA for our students is 3.5 out of 4.0 points. 100% will apply to a major university. Most are college-ready with no need for remediation, and this is our primary accomplishment. Our strength lies in knowing when our students need to be pushed, and when they need to rest. Without close relationships this would not be as successful.

Awards

- TEA Exemplary Rating 2007-2011
- TBEC Award 2011, 2010, 2009
- SIS Diamond Award 2010
- Texas Honor Circle Award
- NCEA Higher Performing School (all areas) 2010, 2011
- Title I Distinguished Performance Award, 2010

Worthiness

If EECHS is awarded Blue Ribbon status, it will be because of our students' and teachers daily hard work, and the unwavering support of our families and partners (Houston Community College-SE). Every day we have students who want to give up, because the work load can be overwhelming. But the majority of them do not give up. Every year there are teachers who are drained by the social and emotional needs of our students and they want to give up and go somewhere easier. But none of them have. We have shown tremendous growth over the years in all academic areas. PSAT and SAT scores are slowly but steadily rising. We are increasing the numbers and success rates on AP exams. We are also increasing not only the number of students graduating in four years with an Associate's degree, but also the number of students being awarded scholarship money to complete their bachelor's degrees. EECHS is making a difference in families on the East side of Houston, which was our original mission. We have seen some families who have three different branches of their family attending EECHS, and as many as three siblings from a family. EECHS is a place of safety, success and hope for the populations that we serve.

Mission

The mission of East Early College is to provide a small, personalized learning community that prepares first generation college-bound students for global success through a challenging, rigorous program of study focused on academic rigor, based on relevance to the students' world, and delivered in a climate of mutual trust and respect.

East Early College High School was the second early college created in Houston specifically to serve the unique needs of students on the East side of Houston. When the school opened in 2006, most of the comprehensive high schools on the East side were struggling with low tests scores, gang infiltration, and the flight of students to other parts of Houston that were deemed to be safer or more desirable. The profile of the entering class was that of average students who were at-risk for a variety of reasons: over-age, minority, low socio-economic, or first-generation in the United States with a home language that was not English. Many had failed one or more parts of Houston ISD's basic skills test. Around 90% of the first class would be the first in their family to graduate from college, and a large percentage had parents who had not even completed high school.

The mission of the school was and still is to take students who want to go to college, but neither they nor their families are sure how exactly to make that happen. The vast majority of our students every year are average students that have good conduct and attendance, many of whom are quiet to the point that they would be invisible at a large high school, and students that express a desire to complete at least a bachelor's degree.

We take these students and provide the best teachers available, push our students hard, and give them leadership opportunities that will allow them to gain confidence. EECHS also ensures that we provide targeted activities that will build our students' social capital. This ensures that when our students attend a university, they will not feel intimidated or drop out due to a culture shock that often goes along with students who have been traditionally underrepresented on college campuses in the past.

Vision

The professional learning community of EECHS envisions a school in which:

- There is a cooperative/collaborative relationship among all stakeholders
- Students are self-motivated, independent learners who seek out their own education
- Students will transition successfully to an institution of higher learning motivated to pursue a post-graduate education
- All students produce university quality writing and work by graduation
- Students graduate with a sense of self-awareness and importance through community service
- The faculty and staff routinely monitors and adjusts instruction based on student needs as identified through the ongoing inspection of data.

Other milestones:

- August 2006-East Early College was established as an early college charter
- 2009-Annual junior barbecue scholarship fundraiser was established, and generates approximately \$6,000.00 annually

- 2009-EECHS established the deans' cohort with the four other early colleges to develop curriculum, revise procedures, and work with TEA on a college cross-walk.
- 2010-First graduating class
- 2010-\$1,000,000.00 in scholarships, exceeded in 2011 by reaching \$1.5 million, and again in 2012 at \$1.6 million and rising
- 2010-Established senior summit, which allowed students from Houston-area early colleges to present capstone projects and interact with a cohort of other students from early colleges.
- 2011-First annual Red Cross Blood Drive , established in honor of a parent who passed away
- 2011-The largest number of high school students graduated with Associate's degrees and marched at graduation in the history of HCC
- 2012-Thirty students who entered high school in 2006 will graduate with bachelors' degrees.
- 2012-Nominated as a National Blue Ribbon School.

1. Assessment Results:

The performance levels at our school are determined by the Texas Education Agency and our district, the Houston Independent School District. The data for East Early College High School comes from the TEA web site in the form of an AEIS report. The school profile, containing similar information, can be found at:

http://dept.houstonisd.org/profiles/EastEarlyCollege_HS.pdf

The data includes information from the Texas Assessment of Knowledge and Skills (TAKS), student attendance, and high school completion rates. The TAKS test assesses student knowledge of the state content standards and is administered beginning in 3rd grade. On the high school campus ninth grade students are assessed in reading and math; 10th and 11th grade students in English language arts, math, science, and social studies.

A scaled score of 2100 is required to pass and 2400 is required to earn "commended" status for an individual student. Federal accountability is based on data taken from the 10th grade level and exit level TAKS (graduation criteria) is based on the 11th grade data—students must be successful on all four parts of the test.

The Texas Education Agency rating for East Early College was Exemplary in 2006-2007, 2007-2008, 2009-2010, and 2010-2011.

The AEIS report for East Early College shows the following between 2007 and 2010

- In ninth-grade, reading commended rates rose from 46%-56%, remained fairly stable in tenth-grade despite a district-wide sophomore slump, and a large decrease in eleventh-grade from 60% to 28 %.
- In math there was an increase in ninth-grade commended rates from 25%-64%, in tenth-grade fairly stable with no significant gains or losses, and another large decrease in eleventh-grade from 62% to 47 %.

Our campus team determined that the decline in junior year was due largely to the rising numbers of students being eligible sooner for college classes in math and English. Through the redesign of the master schedule, we were able to ensure that students were either doubled in those key areas, supported on the high school side with a test preparation class, or dual-credit classes were provided by a high school instructor to ensure that students will be able to take advantage of college classes while still performing on state-mandated testing at a level that reflects their abilities.

Performance Trends

The school population reflects very closely the neighborhood population. As a faculty, we are aware of our populations that across the district are a concern due to lack of growth. In HISD the subpopulation that struggles is African-American males in math. At EECHS what we have found is that although that particular sub-population does tend to come in lower, we can show tremendous growth. In 2011, 100% of African-American students at EECHS passed the math test. They also had a higher percentage of commended rates in math than our white subpopulation had.

Our AEIS report for 2011 shows that our lowest performing subgroup is our white students. Passing rates in ELAR are almost 10 percentage points below all other groups at 88.9% compared to a school-wide average of 99.4%. In raw numbers, one white student out of nine did not pass the test. In all other areas (math, science, and social studies) all subgroups are comparable school-wide and ranging from 99%-100% passing. An analysis of results from ERG analytics provided instructors with a targeted intervention plan for that student.

We monitor our subgroups which include:

- Exited LEP students beyond the years in which they are required to be monitored, probably 25% of our entire student body in Grade 09
- Special Education students (we have had two since 2006, and of those one left the school voluntarily at the end of freshman year, and the other is still with us, a junior with 12 college hours towards the core).
- 504 students, whose needs are varied and may be affected by the test itself

For all of these groups that can at any moment become problematic if they are not consistently assessed and developed, we provide various levels of support and assistance.

All departments require that students to do an analysis on a TAKS benchmark. Students break down the test by objective and create a personal learning plan to rectify any areas of concern. Students begin to realize that identical scores can have very different meanings. For example, Student A and Student B both miss eight questions. Student A misses one question in eight different objectives and Student B misses all eight questions in only two objectives. The students would have the same TAKS score, but would come up with completely different learning plans. Student A probably knows all the material, but is probably careless and lacks focus during the test. Student A would need to take his time, double or triple check his work, make sure erasures are complete. Student B would need to learn or relearn the concepts and ideas of the objectives that she did not understand.

Instructors differentiate tutorials and classroom rotations between teachers and focused sessions for test preparation based on individual student needs. All departments use this strategy for high-stakes testing preparation.

Our TAKS scores have been less of a campus concern than our SAT results, which we did not have until 2009-2010. Our students performed well and showed growth on the state test, they had good grades in high school and college, but were not being accepted at commensurate levels with their high school achievements due to SAT scores below 500 in math and English. As a campus, we are working to improve SAT scores. We know that our students are weakest and most resistant to growth in reading and writing.

Our Laying the Foundation (LTF) year-end report for 2010 illustrates best the ability of the faculty to show growth in the area of math, and the ongoing struggle to show growth in ELA.

The instructional planning team looked at the students who scored a 5 and compared them to both the district percentage of 5's and then the state level.

Algebra I: School = 0%, District = 8.5%, and State = 11.3%

Geometry: School = 2.3%, District = 13% and State = 11%

Algebra II: School = 38.5%, District = 13.2% and State = 11.3%

Pre-Cal: School = 100%, District = 19.2% and State = 11.4%

English I: School = 0.8%, District = 4.3% and State = 3.6%

English II: School = 4.1%, District = 4.9% and State = 3.6%

School wide growth can be tracked through the math department. Between Algebra I in Grade 09 and Pre-Cal in grade 12, there was growth across all levels of students (and we chose to look at the students scoring 5's, which should equate to college readiness at the highest level).

While the Laying the Foundations (LTF) data is just one piece, it was alarming to see a lack of growth in ELA. We had all juniors in 2010-2011 take AP Language and sit for the exam. There were no students who scored a 4 or 5, and only 5 % who scored a 3. We have revised our AP program in English based on that data, and targeted only those students who showed a strength and a desire to study the advanced curriculum. These are tough conversations to have as a department, without making excuses or placing blame. We cannot change who comes to us, but we must change how they leave us.

2. Using Assessment Results:

The school uses a variety of assessment data to gauge student growth and progress. Data drives instruction, and assessments are looked at monthly by the entire faculty to target areas of need.

Compass

The Compass test is used to evaluate college-readiness by Houston Community College. All incoming freshmen are tested prior to entering 9th grade. Each student receives a score in reading, writing (objective and response to a prompt) and math. This test is designed to provide a benchmark and to show growth in all four areas.

Scores are entered both into the college system and the high school system. By the end of grade 10, students must be college level in reading and writing in or to continue in our early college program. The school is not designed to offer high school classes after grade 11, but the reality is that in order to provide some students more time for growth and development, we do offer one to two sections of upper-level English and social studies. Upon each test administration, scores and their interpretation are shared with students and parents via email, mail-outs, and face-to-face conferences. Fifty percent of the incoming freshmen in 2011 scored college level reading and writing.

Freshmen who score low in reading and writing in the ninth-grade are provided with a second class to help them improve their grammar and writing. They take the test again during the middle of ninth-grade, and at this administration another twenty percent scored college ready. Some students raised their scores enough to be placed in a remedial college class that is specifically designed to fill learning gaps. If the student makes at least a B in the class, they are classified as college ready.

Any students who are not college ready by the start of Grade 10 have a mandatory parent conference to develop an intensive plan of additional study and preparation. Students are required to complete Saturday and after-school tutorials with a high school instructor and may not retest until the instructor is satisfied that the student is prepared for the rigors of college-level reading and writing. Ninety percent are eligible by Grade 11, and generally 70% are math-ready by the middle of grade 11. By this time, they have taken the math Compass twice in Grade 09, twice in Grade 10, and once more during the summer. Incoming freshmen usually have about a two percent passing rate on the college math portion of Compass.

District Benchmarks and Common Assessments

Every month, all students take either the district-created benchmark assessment, or a common assessment. These common assessments are created within the Houston ISD early college cohort, so that all history teachers plan and share the assessment, all ELA teachers, math and science. These are administered during the instructor's regular class period and scanned through the Campus On-Line system so that all data is stored in the data bank at the district level. Items are sorted by TEKS objective, so that teachers can immediately see which objectives students struggle with. This data is used to create additional lessons, tutorials, and school-wide practice. Specifically, we discovered that school-wide deficiencies were measurement (math), lab safety (science), and inferences (social studies).

Our results from Compass tests are reported to the college at least twice every year and discussed at our monthly collaborative meetings. Our results from benchmark assessments are discussed at high school principal's meeting, district data team meetings, early college cohort meetings, and within the school in departments, grade levels, and administrative meetings. Individual student results are shared with students and parents.

All state-mandated tests are shared with parents in a variety of ways: paper copies that are mailed, electronic copies through our secure server and the Parent-Student portal, parent conferences, and teacher to student either in academic classes or advocacy.

TAKS

All school administrators in HISD have access to school testing data. This data is used in the summer for creating the master schedule, for creating student schedules, planning camps and tutorials, and looking at school-wide strengths and weaknesses in the instructional plan. All test scores for students are shared with students, parents, and the classroom teacher. All student in math, for instance, begin the year by looking at last year's TAKS test, highlighting weak or missed objectives, and looking at full-mastered objectives so that they can tutor other students who need assistance. National Honor Society provides tutors by pairing up students based on tests scores, and each tutor works during study lab or after school with 1-3 other students in addition to those students having at least one class in that subject.

All testing data is shared with the Texas High School Project network, who then compiles all data for comparison with each school against the network schools. This is used at departmental and school planning meetings for planning and intervention. Campus data is shared with the school's Shared Decision Making Committee, the PTO, and at grade-level meetings. General strategies are provided for parents at these general sessions using campus data and the campus SMART goals.

3. Sharing Lessons Learned:

Just as we received start-up guidance and assistance from our godfather school, Challenge Early College High School, we have attempted to assist those following in our footsteps with the same graciousness. As the early college network in the greater Houston area grew, we found that much of the training and information provided by our district was not applicable to our unique school model. Our teachers and students felt disconnected from our traditional counterparts. Out of necessity in order to negotiate within both the high school and college programs, in 2009-2010 the Deans cohort was formed, and it began at our campus.

We proposed a series of meetings that allowed the deans to share information and procedures unique to the early college model and philosophies. Prior to the first meeting, we all formulated questions and issues that we knew someone at another campus had already faced and resolved. The cohort was an open-forum with a focus on solutions, options, and creating consistency among the different schools. The first cohort group was comprised of the deans from East Early College, Challenge, North Early College, HAIS, Victory ECHS from the Aldine ISD, and South/Empowerment ECHS. We met several times during the first year, and many campus improvements were spawned from that pioneer group.

The three most effective events were: 1) HISD provided a school improvement officer (SIO) that combined all of us as a group, whereas in the past we were placed by geographical regions, 2) A waiver for early release every Friday for cohort meetings with the teachers by departments, as their issues were different from the teachers in the district as a whole, and 3) senior summit with all Houston-area seniors coming together to present their senior community service projects.

We found that everyone needed a group of like-minded participants, from the school leaders all the way down to the most important people, the students.

Additionally:

- Participated in Texas High School Projects (THSP) learning walks/rounds in many early college high schools in Texas and Massachusetts, both hosting visits and participating in other school districts.
- Attended the Middle College National Consortium (MCNC) in Newark, summer of 2011.
- Joined the MCNC in December of 2011, and attended the leadership conference with leadership team and Houston-area cohorts in Newport Beach, 2012.
- Contribute yearly to statewide data collection on early colleges for the THSP. Data includes graduation and retention rates, reasons why students leave the program, grades, test scores, and input on readiness from Houston Community College.
- EECHS Principal provided presentation and coaching to Houston-area Early Colleges at several campus-hosted events.
- East ECHS hosted the Houston ISD summer high school principal's retreat in 2011.
- Ongoing collaboration with Houston Community College regarding college readiness strategies and transfer plans to major universities.
- Provided goods and community service to the Houston SPCA, Houston Food Bank, Thanksgiving and Christmas feasts, Ronald McDonald House, Catholic Charities, the Houston Archeological Society, and neighborhood Centers at Ripley House.in 2010, 2011, 2012.
- Participated in neighborhood outreach with the Houston Red Cross in hosting and publicizing yearly blood drives on the high school and college campuses.
- Principal regularly attends the East End Chamber of Commerce meetings at neighborhood centers in order to provide the school and district's perspective to this important neighborhood committee.
- Worked with student leadership through the National Hispanic Institute (NHI).

4. Engaging Families and Communities:

Over the years, EECHS has worked out a multi-level program to engage families. The majority of our parents fall into one of the following categories: two working blue-collar parents, single-parent families where the single parent works full-time, two-parent households in which the mother stays at home with smaller children. There are even cases where students rotate through different family members as the family circumstances change. While our parents care about their children, the reality is that if they come

to school for a meeting, performance or to volunteer they will sacrifice pay or jeopardize their job. We have had to be creative.

Yearly, a school report card is provided to all parents and community members through a variety of mediums. This report gives state and national achievement test data, as well as comparisons with other schools. It is published on the school web site, and discussed at all grade level parent meetings.

Any time that we have conferences, awards, or performances, we always have to run it twice. If we have a program during the day we always provide notice that younger siblings are welcome to attend. The second showing is always after work hours so that our working parents may attend as well. We also purchased translation devices to accommodate our large population of parents who do not speak English. The majority of our non-English speakers communicate in Spanish, but we also have parents and/or grandparents who only speak Vietnamese. On staff, we have two teachers that speak Vietnamese fluently and they translate for those parents.

Every week there is a newsletter that highlights specific student's accomplishments, upcoming activities and important dates. This newsletter is sent home with all students. It is emailed to the parents who have email. Call-outs are done about once a week for upcoming events in all three languages, and the same messages are sent via text or email, depending on the parents' preference.

There is a monthly PTO meeting, parents on the Shared Decision Making Committee (which is responsible for interviewing new candidates for any teaching of staff vacancies), and monthly Coffee with the Principal. This is an open forum that allows parents to ask any questions about anything they have heard that is going on at the school, express concerns, and provide information.

The parents that have volunteered this year have done so in the following capacities: teaching arts & crafts lessons, making costumes for performances, providing refreshments for awards ceremonies and programs, making copies, chaperoning field trips and dances, and working in the office. What we have found is that any time we really want parents to come for important meetings, we showcase a student group of choir, art, poetry readings. They will usually come in for that, and we have learned to put the student performances at the end of the program so that parents do not leave.

We are in partnership with several important organizations. Our most important partner is Houston Community College-SE. We work together on summer enrichment programs that are open to parents and to students. With this partner, we talk to families about college admissions, transfer plans, GPA's, paying for college, college etiquette and common pitfalls that prevent students from completing a bachelor's degree. Together we provide support, information, and open communication. HCC also shares information and resources, such as free tutoring, access to lectures and field experience such as allowing our students to participate in archeological digs, and supplies such as telescopes, technology and musical instruments.

Our other neighborhood partner is Neighborhood Centers at Ripley House. Many of our students take classes there after school, and even more of them volunteer for community service there. The service has taken the form of a Valentine's tea for the elderly, story time for children at the charter school, collecting and wrapping gifts, distributing food, and work on political campaigns. Since we require our students to perform community service hours in return for their "scholarship" here, it is a win-win for both partners.

1. Curriculum:

Curriculum

All departments at EECHS the state-approved objectives for each course that is taught. The State Board of Education (SBOE) has adopted the Texas Essential Knowledge and Skills (TEKS) for each subject of the curriculum that is required for high school graduation in the state of Texas. The SBOE is comprised of nominated educators, parents, business and industry representatives, and employers. The TEKS are the foundation of every plan, lesson and assessment at EECHS. College Board materials are used in all classes as a component of our pre-AP and AP curriculum.

Reading/ELA

Success in ELA is the key to college readiness and success. In 2010-2011 the English department used a backwards design plan to determine what students should know and be able to do when entering a junior-level university English class based on a survey of several Texas state schools. The plan was developed to include composition, literary analysis, persuasion, grammar and parts of speech, and vocabulary development through a campus-wide SAT program. The expectations are the same at every grade level, and include exposure to APA format, use of MLA. By grade levels, expectations increase as far as length, complexity and depth of work. All students must pass the Compass test in reading and writing by the end of sophomore year. Students are regularly assessed for college readiness based on this exam, which is administered twice per school year.

College Board materials are used in all classes as a component of our pre-AP and AP curriculum.

Standards covered are the TEKS for English-Language Arts/Reading.

Math

In 2011, the math department used a backwards design plan to determine what students should know and be able to do when entering a junior-level university math class. This was based on a trend that showed lack of growth on the college placement exam, although there was steady growth in high school skills.

Teachers sat for the Compass exam in order to see what the college considered readiness in math. This allowed the EECHS math department to modify their instruction to include those elements that had to do with multi-step problems, free responses, and timed assessments. And instructional piece that was missing included formatting that matched the PSAT/SAT-style questioning students needed to become familiar with.

The Top 15% of students needed to be challenged in order to ensure growth in those students, so class work, tests and quizzes now include questions and problems that require students to use prior knowledge and synthesis to solve.

Standards covered are the TEKS for math.

Science

Science teachers work in ninth grade to develop a common vocabulary that will be used in high school and beyond. This is enforced and expanded at each grade level. Using the senior-level AP science classes as the standard that students would need to reach, in 2011 the science department used a plan of

backwards design to carefully construct a plan for science students at all grade levels that would ensure rigor and growth in each area: biology, chemistry, physics, and upper-level courses (either AP or dual-credit). The science department is currently planning with the math department to ensure that all students entering chemistry have a solid foundation in pre-calculus. Pre-AP and AP strategies are used by all four science instructors.

Standards covered are the TEKS for science.

Social Studies

The social studies department has developed a curriculum that relies on growth in knowledge at each grade level. All ninth-grade students take pre-AP world geography. Students develop note-taking and assessment strategies that will prepare them for AP coursework in social studies.

EECHS uses AP potential to enroll students in AP World History. This course provides a level of academic intensity that challenges students to develop the academic skills and content knowledge that lead to success in the classroom, on the AP exam. Instruction is based on state-approved AP level text. Academic skills are reinforced through use of Cornell notes, organizational tools such as agendas, interactive journals, quick write journals and digital tools such as on line calendars and wikis that help students take ownership of papers. East Early College also relies on graphic interpretations, projects, objective tests and presentations such as History Fair. EECHS has gone to State of Texas competition every year in the categories of documentary, websites and performance.

The social studies department also offers government, economics and U.S. history on the high school side for those students who cannot take HCC dual-credit history courses. For any student enrolled in any social studies class, four days a week are dedicated to after school tutoring. Students identified as needing additional support through bench mark testing are scheduled into mandatory tutoring or support classes.

The social studies department will mandate tutorials using benchmark or previous TAKS Social Studies tests to direct students to after school tutorials on those objectives that are missed by students. Fridays are set aside as well to see all juniors away from HCC to prepare them for the Social Studies exit level TAKS during a class rotation.

Students who fail any academic courses at the end of the first six week's marking period are required to have a mandatory parent-student-teacher conference and are placed on academic warning. Teachers and students provide input on why the student is not successful, and from that a plan for remediation is designed. These are face-to-face, formal conferences and everything is placed on a warning contract that student and parent signs. We then provide whatever type of support the student needs. This can range from a weekly grade and planner check, to tutorials, to a faculty mentor, and increased parent-teacher contact.

Standards covered are the TEKS for Social Studies

Fine Arts

Students attend art classes at HCC. We also had one of our high school instructors sit for the art certification exam in order to provide a creative outlet for those not eligible to take college art classes. Students study art appreciation, drawing and painting, and create art pieces that are displayed around campus in a variety of mediums. Student art work is displayed in the hallways and classrooms throughout the building. Students also express themselves by displaying photographs at the yearly PhotoFest presentations, sponsored by the Houston Endowment for the Arts.

For the past two years, we have offered both choir and piano using portable keyboards to conform to the space constraints that we have. It has become a tradition to have a winter concert with vocal

presentations, and a spring mini-musical. Last year's performance was Grease, and this year the Falcon choir will perform West Side Story through song and choreography. There will also be performances in singles duos' and trios from advanced and beginning piano classes. In all fine arts classes, students are exposed to the classics. Most social studies and ELA teachers regularly use works of art to illustrate lessons. Additionally, students were excited that drum line was added as a dual-credit class taught by one of our deans. They have performed locally, as has our choir at various venues around our community in the east.

Standards covered are the TEKS for fine arts education.

Technology

Technology is used in every department to enhance and support instruction. Every classroom has 2-5 desktop computers that may be used for research or remediation. The science, math and English classes use My Satori, an on-line TAKS site that assesses and provides student specific instruction. The AP classes are provided with practice tests through College Board, and HISD has also invested in the APEX program that allows students to select various tutorials on every module that will be tested on the AP exams.

EECHS has invested in five lap tops carts, so that one can be designated for each department. The school was awarded an additional lap top cart in 2011 for the second-highest high school attendance in the district. Each student has been issued a TI-84 graphing calculator for their exclusive use in classes, for testing and homework. The library has purchased eReaders that students may check out the same as they would a text book. They may also check out digital cameras and camcorders for school projects. The English department purchased a set of NEO's that may be checked out by students for word processing.

The high school computer lab has both desk top PC's and a mobile Mac cart for film editing. Yearly, students produce video projects that are either creative or used for eighth-grade recruiting. These projects are displayed at Hardware Idol, which was held last year at the Houston House of Blues so that student films could be displayed on a movie screen. The computer lab provides students the use of a green screen and all types of hardware for poster, paper, and film editing. All classrooms are equipped with Smart Boards, and teachers and students are all comfortable using this technology.

Standards covered are the TEKS for Career and Technical Education.

Foreign Language

Students take Spanish at the college or the high school, depending on their facility with the language. Many of our students are native speakers, and sit for either the AP Spanish language exam or Credit by Exam. If they speak and read Spanish to any degree, they take Spanish at HCC. If they take all three classes offered in the sequence, they will receive 11 college credits and 1.5 on the high school side. Those who are not native speakers may take Spanish on the high school side. Others opt for Chinese at the college, or if they select another language they have access to Texas Virtual School. Students have taken classes in German and French using this system.

Standards covered are the TEKS for foreign language.

Physical Education

All physical education classes are taken at the high school. Our full-time physical education teacher provides a variety of opportunities that conform to our limited space. We built an on-site weight room, purchased basketball goals and volleyball nets that are used in the parking lot, and soccer goals that used on the grass-parking area. Students learn about life-long sports such as running, weight lifting, aerobics, and golf. Lifetime physical fitness through a balanced diet, weight control and personal fitness are

emphasized. Through the health classes, students study the food pyramid, toxins, balanced mental health, and use the state-adopted high school curriculum regarding sex education. Our campus has also used the Baby Think It Over program offered through the Depelchin Children's Center every year with our health classes. Students learn about infant care, and are issued an electronic baby to take home for the weekend with very explicit care instructions.

Student stress is an issue, so we ensure to provide physical opportunities whenever possible. We do not have athletic or dance teams, but we do participate in small-school soccer, track, cross country, and an annual school-wide competitive field day. Our students participate in other physical activities such as the annual east end clean-up. All PE students work towards the Presidential Fitness Award using the standards provided.

Standards covered are the TEKS for health and physical education.

2. Reading/English:

At East Early College High School, we have always used data to identify student weakness in order to provide targeted remediation. When the school curriculum was developed in 2006-2007 the faculty and administration agreed never to slow down regular instruction to fill learning gaps. We fill those gaps through additional instruction. That way, the students who are on-level are not slowed down, and the entire specified curriculum is covered by all students in the allotted time.

We have two categories of students at our school: English as a first language, and English as a second language. None of our students are coming from middle schools that are exemplary, and many of them whether first or second generation in the United States have very low vocabulary skills. We have had to be very targeted through testing and the inspection of data to target those areas of common weakness. The data that we use to identify incoming 9th grade students who need intervention are: Texas Assessment of Knowledge and Skills in Reading and Writing, the Stanford Achievement Test in the areas of language, vocabulary, and sentence structure, the college placement test (COMPASS), and our own campus-made test.

Students were struggling with passing the college placement tests in writing, although they did very well in reading. Our English department went to training on the use of grammar as it relates to writing and sentence development. We were using a second writing class in Grade 11 for those students who still were not identified as college ready on the Compass, but during 2011-2012, we moved it to Grade 09. Students had a regular English class that followed the regular pre-AP curriculum for our district, and those who were identified early as below grade level in ELA were scheduled for a practical writing skills class. The curriculum beginning in 9th grade is primarily lecture and targeted instruction that focuses on literacy, note taking, literary analysis and criticism, writing stamina and fluency. We gradually prepare the students for Socratic seminars by Grade 11. In grade 12, the majority of our students take their senior English classes at Houston Community College.

The ELA department uses vertical alignment and collaboration to build curriculum that supports students with scaffolding for close reading of literary and non-fiction texts. The curriculum, aligned with Texas College and Career Readiness Standards, emphasizes college preparation skills, such as building a strong base in grammar; expository writing; vocabulary development through knowledge of stems, roots, prefixes and suffixes – which supports vocabulary development in science courses – as well as AP and SAT literary analysis; common strategies to build writing skills across disciplines; and the promotion of skills conducive to an early transition between high school and college level work. With an emphasis on close reading strategies, the students read purposefully to make connections to instructional material. In partnership with the Texas High School Project, East ECHS uses a common instructional framework of strategies across all disciplines.

Students are provided with clear paragraph and AP-style essay formats, assessment rubrics, and exemplar essays to guide them in their writing. A technical writing class has been utilized to ensure students who

need remediation with writing get the extra time and space to improve their reading and analysis skills. Students in all classes learn to locate and evaluate sources; read, analyze, and summarize non-fiction texts; use correct MLA format; and construct persuasive research papers. Students read and analyze professional texts and high-quality student examples as models for their own writing.

The EECHS school librarian is a tremendous literacy coach. She developed an entire library curriculum in the second year of the school. As of 2010-2011, the EECHS library had the greatest percentage of circulation in the entire Houston ISD. EECHS also received the Millionaire Club's outstanding summer reading program award two years. In this program, students read and recorded a minimum of five books over the summer. Our library piloted a program using electronic books that students are able to check out. These eReaders have up to 10 books that students can read electronically. This alone has drawn in many reluctant readers. Our library is not a quiet place, but has a vibrant hum and an energy that you do not find in most schools.

Standards covered are the TEKS for English/Language Arts.

3. Mathematics:

The math department at East Early College is comprised of four teachers who each bring their own skill set to the campus. Most students entering EECHS actually have strong to average math skills. About $\frac{1}{2}$ come in with high school algebra credit from their middle school. A few even came in with two years of high school math, including geometry in addition to algebra.

In addition to using incoming test data from standardized tests to both place students and provide remediation, the math department at EECHS we also creates a test that further identifies areas of student needs. Two teachers have master degrees in education and two teachers have the Master Mathematics Teacher 8-12 certification. All four have mathematics degrees and regularly participate in Rice University School Math Project conferences and professional development opportunities. Two have had experience working in engineering fields prior to teaching. The math teachers collaborate vertically and horizontally on a daily basis. Three teachers are continuing their mathematics education by participating in graduate level mathematics courses. Two of the four teach developmental mathematics courses for Houston Community College, which our own high school students attend, in addition to teaching our high school courses.

Each math teacher provides tutorials before school, during lunch, after school or on Saturdays. Every teacher is qualified to tutor every math student. In addition, we offer a math enrichment class which is separate from standard mathematics classes for students who are in danger of not doing well on standardized test, or who are failing a math class. The enrichment class is designed to help students who are struggling in their math subject and is taught by a certified math teacher. TEKS, TAKS, and STAAR objectives are reinforced; manipulative materials are used to help students understand difficult concepts; calculators are used to develop higher level thinking skills. Activities are designed to increase student efficacy and success.

Currently, the students take math courses in the following order: Algebra I, Geometry, Algebra IIA, College Algebra as IIB, and then either pre-Cal or an AP math class (Calculus or Statistics). As students progress, they are provided assistance in preparing for the math college placement test. They must score into college algebra by Grade 12 or complete a remedial math class. All four math teachers took the college placement test this year in an effort to plan for a COMPASS boot camp to assist those students who have not yet performed at college level.

All math teachers utilize strategies from the pre-AP or AP curriculum in an effort to provide rigor. Lessons are structured from easy concepts to difficult concepts so that students of all academic levels can advance and develop. Students who struggle with math are regularly paired with students who are strong in math. It helps both students, as the weaker students have a one-on-one math mentor, and

strong math students have to prepare mini-lessons and this helps them deepen their understanding of the concepts being taught.

Standards covered are the TEKS for math.

4. Additional Curriculum Area:

Science

In science, the curriculum is used a platform to support students across the curriculum through multi-subject cross-curricular projects. One such project is the yearly biology Sheldon Lakes trip. The ninth-grade team plans together and includes graded activities from each department. From science, they will write the investigation plan, collect samples, catalog everything, and complete the labs in the field as well as after returning. In the world geography classes, they learn about maps, topography, and learn to use a GPS mapping device. In art, the assignment will be a type of nature-drawing scavenger hunt in which they will be required to draw objects to scale. Of course in English, they will be working with the actual writing of the research paper from outlining to revision and presentation. The technology classes take photographs and videos that will be edited in class for the science web page which may be found at: <http://www.visualrealization.com/diimsa/participants/lsgren/index.htm>

In 2010-2011, we worked on our school improvement and campus SMART Goals (things that would be Specific Measurable, Attainable, Research-Based, and Timely) as a campus. We determined that across the entire curriculum, our students needed targeted writing instruction, as the majority of students were not sophisticated writers, and did not have an early background writing in English. As a campus, it was determined that all subjects needed a writing plan that would be specific to each department in its use of formatting, terminology, and application to college-level science classes. The ELA department would work specifically on grammar and sentence structure.

Our course progression in science at East Early College is biology in Grade 09, Chemistry in Grade 10, Physics in Grade 11, and then the student's choice based on chosen college major, ability or interest in either AP biology, AP environmental science, dual-credit astronomy, anatomy and physiology or chemistry. Students who take an AP course must sit for the AP exam. The science plan was developed with the expectation that students graduating high school from EECHS would be well-prepared for a science class at a state university. Again, the department developed guidelines for what a student should know and be expected to do in a junior science class and used backwards mapping to structure what they needed to learn at each level of science.

Methods of delivery vary by subject and grade level. In biology where large amounts of material need to be covered by all students, the instructors rely on lecture, notes, and labs. The upper levels of science follow the Rice model, which relies on the inquiry method. POGIL methodology is used in chemistry lectures (Process Oriented Guide for inquiry Lab).

Standards covered are the TEKS for science.

5. Instructional Methods:

Our students primarily come from Houston's East Side. While we recruit at about seven middle schools, we receive applications from probably 20 schools. We receive students of varying ranges of backgrounds. We need to assess them quickly in an effort to provide instruction at levels that will challenge yet provide support for all students.

In an effort to avoid having to slow down instruction in order to fill learning gaps that some but not all students have, we double block students in the 9th grade in core classes. We have support classes in ELA, math, and science as the need arises. Some years based on teacher-made tests for incoming freshmen we

have offered Integrated Physics and Chemistry in addition to biology. Generally we have at least 40%-60% of students who need an additional math class or an additional writing class. Our reality is that we have to prepare our students to pass the college placement exam by the end of Grade 10, since we do not offer all of the courses needed for graduation on the high school side past sophomore year.

In the past two years, we have relied more heavily on the Texas High School Project Instructional framework. Especially in grades 9 and 10, it is an effective method of differentiating for all students, as well as covering a large amount of material in a cooperative setting. The framework relies on smaller amounts of lecture, and more collaborative projects.

As a faculty, we are working towards posing guiding questions, which seem to be more learner-centered than objectives (which are often covered over a long period of instructional time). Guiding questions tend to give the students working in groups and pairs a focal point, or a North star.

Guiding questions are very useful with all of the Framework techniques:

- Collaborative group work
- Questioning
- Writing to learn
- Scaffolding
- Classroom talk
- Literacy groups

Teachers use a rounds model of observing other teachers' classrooms to enhance instruction and use of the framework. The structure is pre-rounds, rounds, and a debriefing with reflections.

Technology is used to differentiate through a variety of sites that provide targeted interventions, practice with problems or manipulatives, videos and demonstrations at Kahn academy, as well as school-purchased site licenses for My Writing Lab, My Math Lab, My Language Lab that allow students have full access. Additionally, most teachers have a classroom site, Blog, or Facebook for homework help and test prep. The science teachers have made accessible videos of most science lab experiments so that students can review and update lab manuals.

As students advance, the method of delivery transitions into more of what they will receive at a university, with a syllabus, lecture and note-taking, and an emphasis on personal responsibility. Teachers at East Early College are sometimes lecturers and experts in their fields, and sometimes they facilitate groups within which all students have a specific role and are responsible for providing a piece to the instructional puzzle for that day's lesson.

6. Professional Development:

The Professional development at EECHS is provided by several different entities: Houston ISD provides professional development for district initiatives as well as optional trainings for Laying the Foundations for Pre-AP classes, and AP training. We also have professional development provided through the Texas High School Project that developed the guidelines for the early colleges in Texas. That training works on providing instruction to meet the needs of gifted students, and to improve instruction through the use of learning walks or instructional rounds.

2011-2012 is the first year that all five early college have early dismissal for school-wide and cohort group professional development. This began two years ago when the deans cohort was formed among the five schools and Victory Early College in the nearby Aldine district. It was so effective and saved so much time reinventing policy that someone else had already invented, that the five principals wanted the same type of support network for the teachers. Each school had only one geometry teacher, one English I teacher and so on that those teachers had nothing to measure themselves against. They had no other person at the campus teaching what they taught. Work could not be compared or shared. This group has become the early college collaborative. They meet face-to-face monthly, and as needed through email.

Early college teachers come together once a month to talk about instruction, data, college preparedness in our unique population. Within the collaborative, we also have experts come to discuss issues that relate only to early colleges and not the comprehensive high schools to allow for more targeted and streamlined strategies and information. Our speakers have included the HISD data team talking about designing data walls and structures for looking at scores, College Board discussing the transition from the current state test (TAKS) to the new test (STAAR) and the similarities between PSAT tests and the new test. Also, teacher development specialists from HISD have met with departments to discuss the new expectations of rigor from HISD.

Teacher and campus leaders have led discussions as well for teachers in the cohort. Trainings run the gamut from using literature circles in core classes to using Campus On-Line system to run tests and sort student lists by objectives missed.

7. School Leadership:

Leadership Team

Our leadership philosophy is grounded in the early college principles no matter what we plan or assess. We rely on rigorous instruction, support at all levels, and building relationships between all parties in order to build trust. Our school provides personalized learning that will prepare students for success in all higher education settings, and also build in social capital along with a sense of altruism. The guiding question for the team is based on what is best for students.

East ECHS was developed following the tenets of the early college philosophy of shared leadership and input from all. As far as the structure, the school mission is at the top of the pyramid. Under that we have an SIO who has been involved in developing the early college model for many years. He is our sounding board and guide based on years of experience first as an early college dean, then as principal, and having served on many board that formed policy for the early colleges.

The campus leader who is responsible for including those who are best suited to creating policy and making decisions is the principal. The principal ensures that all partners' requirements are met with fidelity. This includes the school district, the state, the early college mission, and the community college partner. There is a memorandum of understanding between the college and the high school. This spells out the rights and responsibilities of both entities, but the principal and the college president meet regularly to determine policy that meets student needs and fulfills the legal obligations and graduation requirements.

Immediately under the principal are two deans. The principal and deans each support specific departments. This involves working with the department chair, acting as the liaison between the college and the high school departments, and providing guidance and support for the department chair. The deans each have two grade levels of students, and they work with students in all areas: academic, social, discipline, schedules, and advisement. Either the principal or the deans facilitate all whole-group meetings with faculty, staff, outside entities or the cohort group.

The department chairs work with the instructors within their department to structure aligned lessons, organize testing and projects, and discuss monthly data. The department chair attends meetings at the district level in order to update their department on training and expectations for instruction. He or she chairs the weekly meetings, works with the rest of the department to develop tutorial or intervention plans, and ensures that instructors have materials that they need to provide instruction at the highest level. They organize learning walks for the teachers in their departments, and visit all teachers within the department in order to provide feedback on instructional issues. Department chairs provide coaching and strategies for differentiation, they inspect lesson plans for alignment within the department, and inform members of training opportunities and obligations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: TAKS

Edition/Publication Year: 2005

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Commended And Met	98	100	99	98	
Commended	36	39	43	37	
Number of students tested	103	107	105	100	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	99	100	100	98	
Commended	39	36	44	39	
Number of students tested	88	91	85	82	
2. African American Students					
Commended And Met					
Commended					
Number of students tested	5	6	6	4	
3. Hispanic or Latino Students					
Commended And Met	98	100	99	99	
Commended	38	39	42	34	
Number of students tested	92	95	93	86	
4. Special Education Students					
Commended And Met					
Commended					
Number of students tested	1	3	1	3	
5. English Language Learner Students					
Commended And Met					
Commended					
Number of students tested					
6. White					
Commended And Met					
Commended					
Number of students tested	4	3		1	
NOTES:					
There were no students at this grade level during 2006-07.					

12TX16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: TAKS

Edition/Publication Year: 2005

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Commended And Met	99	100	100	100	
Commended	37	30	35	36	
Number of students tested	103	107	105	100	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	99	100	100	100	
Commended	38	26	35	34	
Number of students tested	88	91	85	82	
2. African American Students					
Commended And Met					
Commended					
Number of students tested	5	6	6	4	
3. Hispanic or Latino Students					
Commended And Met	99	100	100	100	
Commended	36	28	35	34	
Number of students tested	92	95	93	86	
4. Special Education Students					
Commended And Met					
Commended					
Number of students tested					
5. English Language Learner Students					
Commended And Met					
Commended					
Number of students tested					
6. White					
Commended And Met					
Commended					
Number of students tested	4	3	1	3	
NOTES:					
There were no students at this grade level during 2006-07.					

12TX16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: TAKS

Edition/Publication Year: 2005

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Commended And Met	100	100	100		
Commended	47	63	62		
Number of students tested	104	93	92		
Percent of total students tested	99	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	100	100	100		
Commended	47	66	65		
Number of students tested	87	79	79		
2. African American Students					
Commended And Met					
Commended					
Number of students tested	5	6	2		
3. Hispanic or Latino Students					
Commended And Met	100	100	100		
Commended	48	59	59		
Number of students tested	94	81	80		
4. Special Education Students					
Commended And Met					
Commended					
Number of students tested					
5. English Language Learner Students					
Commended And Met					
Commended					
Number of students tested					
6. White					
Commended And Met					
Commended					
Number of students tested	2	1	3		
NOTES:					
There were no students at this grade level during 2006-07 and 2007-08.					

12TX16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: TAKS

Edition/Publication Year: 2005

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Commended And Met	100	100	100		
Commended	28	45	60		
Number of students tested	105	94	92		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	100	100	100		
Commended	22	48	61		
Number of students tested	88	80	79		
2. African American Students					
Commended And Met					
Commended					
Number of students tested	5	6	2		
3. Hispanic or Latino Students					
Commended And Met	100	100	100		
Commended	26	45	56		
Number of students tested	95	82	80		
4. Special Education Students					
Commended And Met					
Commended					
Number of students tested					
5. English Language Learner Students					
Commended And Met					
Commended					
Number of students tested					
6. White					
Commended And Met					
Commended					
Number of students tested	2	1	3		
NOTES:					
There were no students at this grade level during 2006-07 and 2007-08.					

12TX16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: TAKS

Edition/Publication Year: 2005

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended And Met	99	98	95	94	94
Commended	64	63	47	50	25
Number of students tested	124	123	119	113	111
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	99	99	96	95	95
Commended	64	62	44	52	29
Number of students tested	101	99	96	95	92
2. African American Students					
Commended And Met					
Commended					
Number of students tested	2	5	8	6	6
3. Hispanic or Latino Students					
Commended And Met	99	99	96	95	95
Commended	64	62	44	52	29
Number of students tested	101	99	96	95	92
4. Special Education Students					
Commended And Met					
Commended					
Number of students tested		1			
5. English Language Learner Students					
Commended And Met					
Commended					
Number of students tested					
6. White					
Commended And Met					
Commended					
Number of students tested	3	3	5	1	3
NOTES:					
There were no special education students tested during 2006-07, 2007-08, 2008-09 or 2010-11.					

12TX16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: TAKS

Edition/Publication Year: 2005

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Commended And Met	99	100	99	98	99
Commended	56	31	51	66	46
Number of students tested	124	123	120	113	119
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	100	100	99	98	99
Commended	55	29	51	67	46
Number of students tested	101	99	97	95	91
2. African American Students					
Commended And Met					
Commended					
Number of students tested	2	5	8	6	6
3. Hispanic or Latino Students					
Commended And Met	100	100	99	98	99
Commended	56	30	50	68	45
Number of students tested	116	113	103	99	94
4. Special Education Students					
Commended And Met					
Commended					
Number of students tested					
5. English Language Learner Students					
Commended And Met					
Commended					
Number of students tested					
6. White					
Commended And Met					
Commended					
Number of students tested	3	3	5	1	3
NOTES:					
No alternative assessments were administered.					

12TX16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Commended And Met	99	99	97	95	94
Commended	49	55	50	43	25
Number of students tested	331	323	316	213	111
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	99	99	98	96	95
Commended	50	54	50	45	29
Number of students tested	276	269	260	177	92
2. African American Students					
Commended And Met	100	94	100	90	67
Commended	16	52	31	29	17
Number of students tested	12	17	16	10	6
3. Hispanic or Latino Students					
Commended And Met	99	99	98	96	95
Commended	50	53	47	43	29
Number of students tested	287	275	269	181	92
4. Special Education Students					
Commended And Met					
Commended					
Number of students tested	1	4	1	3	0
5. English Language Learner Students					
Commended And Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Commended And Met					
Commended					
Number of students tested	9	7	8	2	3
NOTES:					

12TX16

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Commended And Met	99	100	99	98	99
Commended	41	34	48	51	46
Number of students tested	332	324	317	213	119
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Commended And Met	99	100	99	98	99
Commended	39	33	48	51	46
Number of students tested	277	270	261	177	91
2. African American Students					
Commended And Met	100	100	100	100	
Commended	20	29	44	20	
Number of students tested	12	17	16	10	6
3. Hispanic or Latino Students					
Commended And Met	99	100	99	98	99
Commended	40	33	46	52	45
Number of students tested	303	290	276	185	94
4. Special Education Students					
Commended And Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Commended And Met	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Commended And Met					
Commended					
Number of students tested	9	7	9	4	3
NOTES:					

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