

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Mike Lawson

Official School Name: Devine High

School Mailing Address:
1225 W Hondo
Devine, TX 78016-1997

County: Medina State School Code Number*: 163901

Telephone: (830) 851-0895 Fax: (830) 663-6792

Web site/URL: www.devineisd.org E-mail: michael.lawson@devineisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Linda McAnelly

District Name: Devine ISD Tel: (830) 851-0795

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Cynthia Morales

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 2008-2009 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 the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| 0 | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 7597

Average State Per Pupil Expenditure: 0

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 0 Number of years the principal has been in her/his position at this school.

3 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	68	66	134
2	0	0	0	10	76	65	141
3	0	0	0	11	58	66	124
4	0	0	0	12	75	61	136
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							535

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
51 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
47 % 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 past year: 28 %

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 until the end of the year.	75
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	81
(3)	Total of all transferred students [sum of rows (1) and (2)].	156
(4)	Total number of students in the school as of October 1.	553
(5)	Total transferred students in row (3) divided by total students in row (4).	0.282
(6)	Amount in row (5) multiplied by 100.	28.210

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 228

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-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 60

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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>14</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>38</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </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>4</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>53</u>	<u>0</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 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	94%	94%
Daily teacher attendance	91%	91%	93%	95%	95%
Teacher turnover rate	9%	5%	5%	2%	2%
Student dropout rate	12%	7%	2%	3%	3%

Please provide all explanations below.

In school years 2003-2004, and 2004-2005, the attendance rate for Hispanic and Economically Disadvantaged sub-populations was at 93%, thus causing a lower average attendance rate for the campus. With reduction in the achievement gap between these two sub-populations and others, the attendance rate has also increased.

Many teacher absences are due, in large part, to the fact that they sponsor extracurricular activities or coach sports.

Increases in dropout rate may be due to significant changes in the definition of "dropout" beginning with the class of 2006.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	114	
Enrolled in a 4-year college or university	54	%
Enrolled in a community college	26	%
Enrolled in vocational training	2	%
Found employment	9	%
Military service	6	%
Other (travel, staying home, etc.)	3	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

An elected Board of seven trustees governs the Devine Independent School District, and DISD is the largest employer in the city of Devine. The school district is located 32 miles south of San Antonio, Texas in the southeastern tip of Medina County and encompasses the city of Devine, which includes 192 square miles and an estimated population of 4,140. The District and the city of Devine are governed independently with each having individual taxing authority. The nearest large city is San Antonio, which provides employment for some of our more mobile residents. However, our geographical location on the poorest side of San Antonio restricts opportunities for many residents and our school children as well as limits business infrastructure in Devine, thus reducing our tax base and employment opportunities.

The population of the District has increased, indicating that population is shifting within the San Antonio area toward the rural surrounding cities. However, the number of businesses and student population of the district have not increased significantly in the last two years. The District's economy is based on commercial and residential buildings, and some minerals as a tax source with the majority of the District's tax base being in agricultural land/products.

The District's growth and small tax base makes it imperative for the District to continue to plan wisely for the future. Devine ISD serves approximately 1,930 students on four campuses. Our district includes 1 elementary campus (EE-grade 3), 1 intermediate campus (Grades 4-5), 1 middle school (Grades 6-8), and 1 high school campus (Grades 9-12). Additionally, DISD contracts with 4 other school districts for AEP services at a near-by coop Alternative School. Our district also operates a Parent Learning Network for training and instruction to parents and community members during the school day and after school. Our schools strive to provide a community-school link to enhance student success. We have a long history of community involvement and pride in our school system. DISD is proud of our successes and the closeness of our ethnically-diverse community.

Devine ISD provides a learning environment that ensures quality education. The district balances dynamic curriculum and cooperative partnership with parents and community, prepares students for changes and challenges of the future and empowers them to pursue productive and fulfilling lives. Our district goal is to reach the "TEA Recognized" rating. During 2005 to 2008, Devine High School has received TEA Gold Performance Acknowledgements for outstanding performance on the TAKS Test in a number of areas. In 2008 Devine HS received Gold Performance Acknowledgement Awards for 20% or more students scoring "Commended" on the TAKS Test in TAKS Reading/ELA. Also, DHS received "Comparable Improvement" in Reading/ELA. Additional Awards from 2005 to date included: the Gold Performance Acknowledgement Award for having 60% or more graduates on the Recommended High School Program or the Distinguished Achievement Program at Devine High School.

In 2005 Devine High School received:

- Recommended High School Program Award
- Comparable Improvement in Reading/English Language Arts

In 2007 Devine High School received:

- Comparable Improvement in Math

In 2008 Devine High School received:

- Commended Reading/ELA Award
- Comparable Improvement in Reading/ELA

In the last decade, two teachers at Devine High School received the Denius Award for Outstanding UIL Academic/Athletic Sponsorship. The Devine High School has won the District UIL Championship 36 out of

43 years. The High School Literary Teams have competed at the State UIL contest 4 of the last 10 years. The Devine High School's One Act Play has won the District UIL championship 13 of 19 years and competed at the State level 1 year. Prior to 2005, the Devine High School band has received ten consecutive Division 1 ratings in UIL marching contests and has many students to advance to area, regional and state in solo and ensemble. In 2008 DHS Band received another Division 1 rating.

In athletics, the Devine High School has 2 State Volleyball Championships and one 3-time State Track champion. In 2005, 2006 and 2008, we had a female Cross-Country runner make a state track appearance. At the district level the football, volleyball, softball, basketball, golf, tennis, and track teams have combined for numerous District Championships. The tennis team has made 13 straight regional appearances. The softball team has competed at the state level two years and the baseball team has advanced to the playoffs numerous times. In the career and technology programs, our BPA Chapter has had one national champion and the FFA Chapter had the State FFA president in 1997. The FCCLA Chapter has had several regional and state officers in the past and had a state officer in 2005-06 and in 2008.

Devine High Schools offers an outstanding comprehensive instructional public education program for grades 9-12. Along with the regular curriculum, Devine High School offers an advanced placement, career and technology program, dual credit, special services for special needs children to 22 years and a Bilingual/English as a Second Language instructional program. This campus has services provided by highly qualified teachers who all meet the federal standards for HQ status. The campus has one counselor and 1 full-time RN to serve our students.

To prepare our students for high skilled jobs, the high school has 7 computer labs, a journalism mini-lab, a certified nurse's assistant program, and pharmacy tech program to meet career and technology needs.

In December of 1997 a \$5,100,000.00 bond issue was passed by DISD citizens for construction of a fully-networked career and technology building and renovation of the high school, the band hall, new library at the high school, new athletic field house and coaches' offices. The District moved into the new facilities at the start of the 2000-2001 school year, and all are fully networked.

Mission statement: "Devine ISD fosters respectful life-long learners and leaders who maximize their potential through optimal educational opportunities offered in an environment of quality, respect, and competitiveness."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The most noticeable trend in test data is the improvement that our students made on Math TAKS scores once they entered high school. DHS Math TAKS test passing percentages increased dramatically when compared to the state percentages. From 2003-2007, 8th grade passing percentages for Devine averaged 60.8% per year compared to the state's 67.4%. A year later, as 9th graders from 2004-2008, Devine's average was 61% compared to the state's 58% per year.

English Language Arts (ELA) 11th grade scores have been significantly higher than the state's passing percentage. During the last 4 years (2005-2008), DHS passing percentage average was 96% compared to the state's 89%. During the last two 11th grade ELA tests, Devine has had a 97% passing percentage when compared to the state's 90% for those two years. Tracking that same group of students back to their 7th grade scores, the state and Devine were both at the same passing percentage of 85%. Testing data shows us that students at Devine ISD have had significant gains from the 7th – 11th grade years on the ELA TAKS tests when compared to the state.

The TAKS test is used to measure a student's understanding of the Texas Essential Knowledge and Skills (TEKS). TEKS are the state-mandated curriculum for all courses. The Math and Reading/Language Arts TAKS tests are given to all students annually in grades 3 through 11. TAKS Writing tests are given to students during their 4th and 7th grade years. Science and Social Studies tests are given to all students during grades 8, 10, and 11, and Science only to students in grade 5. The exit level exam is during the 11th grade year, and students must pass all for core areas (Math, ELA, Science & Social Studies) as a requirement for state graduation. Exit level re-tests are offered approximately 4-5 more times before the end of their senior year.

Information about TAKS and the State of Texas assessment programs can be found at the Texas Education Agency website: <http://ww.tea.tx.us>

Information for Devine High School can be found at the state website for individual campuses at <http://www.tea.state.tx.us/perfreport/aeis/2008/campus.srch.html>

2. Using Assessment Results:

Devine High School uses AEISIT, which is a data analysis program purchased through Region 20 Education Service Center. Our core area Department Heads/TAKS Coordinators have had extensive training in AEISIT, and run all of the necessary reports (Group Summary Reports, Item Analysis, SE Performance Analysis, Objective Mastery Report, etc.) for our teachers. These reports are provided to all teachers after the administration of state assessment (TAKS) tests and benchmark testing.

Results or percentage scores, and demographic data from both benchmark and state assessments are transferred to a spreadsheet document which we call color charts. Demographic data includes ethnicity, gender, and economically disadvantaged and special education status. The state passing standard is a scale score of 2100, and the commended performance standard is 2400. All student scores are color coded. Scores below 2100 are Red, 2100-2200 yellow, 2200-2300 orange, 2300-2400 blue and 2400 and above is green.

From these color charts we're able to track and indentify students that are most at risk of failing a state assessment. These color charts contain all state assessment scores since 2003, and the last two Benchmark scores for every student. Color charts are very helpful in identifying at risk students and for making curricular decisions, such as (creating the master schedule, student scheduling, identifying students for TAKS remediation courses, setting up TAKS tutorial groups, etc.)

Students who fail any portion of a state assessment will be placed in a TAKS remediation course the following school year. An emphasis is placed on Math & Science for those students who fail multiple TAKS test areas. Benchmark data is used to determine if a student needs continual TAKS remediation, or if they can be exempted and taken out of that course for the second semester.

3. Communicating Assessment Results:

Devine High School sends grade reporting updates out to parents and students periodically throughout the school year. Progress/Report Cards are sent out during the middle and the end of each 6-Weeks grading period. DHS sends out a copy of the annual Texas Agency School Report Card with each student's 3rd six weeks progress report card. This report informs parents and the community on how DHS compares with other schools in the state's accountability ratings.

At DHS and Devine ISD, we make a great effort to reward and recognize our students for academic achievement. DHS recognizes students by holding a TAKS Commended Performance Ceremony for students who achieved a commended performance score on any of their TAKS tests from the previous school year. Students are also recognized by having framed certificates with their picture and areas of commended performance displayed throughout the school.

Devine ISD uses Gradespeed, which allows for parental access to student grades via the internet. Parents are able to view student attendance and grades by logging into their Parent Connection accounts. TAKS testing and Benchmark dates are published in the local newspaper and on the Devine ISD Webpage. Throughout the assessment process, students are given individualized assessment data that explains student strengths and weaknesses. Students are able to view individualized reports that explain performance by objective, student expectation, and detailed response reports.

4. Sharing Success:

The Devine High School staff has taken advantage of many opportunities to share and exchange ideas with local school districts about effective programs and practices that may lead to improved student performance. With our recent success on the states TAKS tests, several local area teachers and schools have contacted us about programs that we have implemented. This past fall the Somerset HS Math Department spent a morning observing our teachers during math instruction. We answered many of their questions about our math curriculum and the Master Schedule.

DHS has also visited school districts that have had high accountability ratings. During the last couple of years Devine ISD has taken two school visits, Palacios ISD in 2006, and Randolph ISD in 2007. During these school visits we were able to ask valuable questions, and share our own success stories.

Many teachers at Devine High School take advantage of our close relationship with Education Service Center-Region 20 to receive curriculum updates or new methods of presenting information. Our academic departments also cooperate with other districts within the region in writing curriculum designed to accommodate changing State academic standards. Many departments also work with other districts in creating lessons that are both flexible and interactive.

Our Social Studies Department has teamed up with Northside I.S.D. of San Antonio in designing interactive lessons which capture the major elements of key historic periods. For example, our Seven Phases of the Cold War takes students through the major events within that period from its opening to the closing moments combining summaries and depictions of each phase using audio and visual sources. The lesson provides the opportunity for teachers to expand on any of the seven phases as well as providing pertinent research topics for student involvement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Devine High School offers a variety of courses designed to suit the ability levels and needs of all our students as they work towards graduation. DHS offers three graduation plans; Distinguished, Recommended, and the Minimum graduation program. All three graduation plans require students to earn 26 credits for graduation. DHS is on an 8-period day, which allows our students to take advantage of scheduling electives that would not be available with a 7-period day schedule. Grades earned are reported using a scale of 100 with 70 being the passing mark.

DHS offers dual-credit courses through Palo Alto College in English, U.S. History, Government and Economics. Up to six hours may be taken free of tuition charges during the fall and spring semesters. DHS offers Career and Technology programs in Agriculture, Family and Consumer Sciences, Trade and Industrial Education, and Business Education and Technology Applications. Devine ISD provides special programs for gifted and talented students, homeless students, bilingual students, migrant students, dyslexic students, students with limited English proficiency, and students with disabilities.

TAKS remediation courses are offered in all four core areas to those students who are at risk of failing TAKS. Devine ISD offers summer school to those students needing to make up credit in English language arts and math courses and other subjects as necessary for students who have not mastered the TAKS test. Early graduation and credit recovery opportunities are available through correspondence courses, credit by exam, and the Plato Lab. The Plato lab is a computer based credit recovery program.

At DHS we offer Algebra I, Geometry/Geometry PAP, Algebra II/Algebra II PAP, Pre-Calculus/Pre-Calculus PAP, and AP Calculus. Incoming 9th graders who are identified as students with limited math skills are placed in a double block math course. Students will generally complete Algebra I during the 9th grade, Geometry during the 10th grade, and then be placed in either Math Models with Applications or Algebra II during their 11th grade year. Students who failed the 10th grade Math TAKS test are required to take Math Models with Applications during their 11th grade year. All students are encouraged to take 4 years of math and to enroll in a math course during their senior year.

Students are required to have 4 years of English Language Arts for state graduation. Pre-AP courses are offered to English 1 & 2 students, and dual-credit courses to the English 3 & 4 students. Basic English courses which are modified to meet the individual requirements of our special needs students are offered in grades 9-12, for both special education and English Language Learners.

Social Studies courses include World Geography, World History, U.S. History, Government, and Economics. Students take World Geography in the 9th grade. W. Geography studies the earth's physical features, climate, and the many different cultures. World History is the study of the history and development of a variety of world cultures which begins with the Paleolithic Age, and is offered to our 10th grade students. The first part of U.S. History is taken in the 8th grade and the second part in the 11th grade. Class content covers significant people, issues, and events that helped to shape American culture and democracy from 1865 to the present. Students are required to take a semester of U.S Government and Economics during their 12th grade year.

Students are required to have 3 years of Science, but we encourage our students to take a 4th science course their senior year. Conceptual Physics is offered to our 9th graders, and it's an introductory science course that presents the physical concepts of science. Biology is taken in the 10th grade, and this course emphasizes the fundamental unity of life and diversity of forms, including life processes of plants and animals. Chemistry is taken in the 11th grade, and it's the study of the composition of matter and the changes it undergoes. Advanced placement opportunities are available in Pre-AP Biology and Chemistry, and AP Biology. Other science courses offered include Physics, Anatomy and Physiology, and Environmental Systems.

Devine high school offers Spanish 1 through Spanish 3, which emphasize the development of the language in the skills of listening, reading, speaking, and writing. These courses focus on the cultures of Spanish-speaking countries, such as Spain and Mexico, and other countries in Central and South America.

The school's Fine Arts department offers a variety of classes. Students have the opportunity to take Marching Band, Jazz Band, Stage Band. Additional performing and visual arts include Theater Production during each year in high school, three years of ART, or 1 year of Theater Arts. Students must have 1 year of fine arts credit for state graduation requirements.

2b. (Secondary Schools) English:

The English curriculum at Devine High School holds to the high standards of the Texas Essential Knowledge and Skills framework. Students are taught from a "literature to writing" perspective; freshmen and sophomores receive instruction in world literature, juniors and seniors in American and British literature, respectively. We maintain a rigorous program of study which offers pre-Advanced Placement courses for freshmen and sophomores, followed by dual credit college courses for the juniors and seniors.

We teach a varied curriculum which includes classic literature as well as culturally relevant contemporary literature in a variety of genres to both foster a love of reading and to acquaint students with time-tested literary thought. A strong writing curriculum in which our students are encouraged to write in various modalities utilizing a process approach is vital to our program; all English teachers from elementary to high school and college level are trained using the same graduated writing program. Such vertical teaming has been a boon to our reading and writing scores; another integral part of our program is that all students are required to write across all disciplines, helping them to realize that reading and writing are important life skills.

As for staff development, we emphasize Advanced Placement Summer Institutes from the College Board, and one of our members has been an AP Literature Reader for the past 6 years. Another of our members received training from the New Jersey Writing Institute, and all of our teachers have certification for Gifted and Talented Education. We emphasize higher order thinking skills for all students, including those in remedial classes. DHS teachers also tutor students after school, and we offer a writing academy for students each year. Four of our teachers have ESL certification, allowing us to work closely with those struggling with language barriers.

When we considered what caused our students to thrive, we realized that one of the main contributors to success is the attitude of the community, parents, and high school staff in our district. All of our students, regardless of financial or cultural situations, are given the same opportunities and held to the same standards. All students are encouraged to enroll in postsecondary education. Community businesses and individuals provide many opportunities for financial backing to those students who express interest. This helps our students to see possibilities for their futures and to successfully grasp those possibilities.

3. Additional Curriculum Area:

Devine High School offers exciting investigation into the world of science by providing opportunities in the core science courses and in health careers certifications. Course offerings include Biology or Pre-AP Biology, Integrated Physics and Chemistry, Chemistry or Chemistry Concepts, Physics, AP Biology, Anatomy and Physiology and Environmental Systems. DHS began offering health career curriculum last year. Students may obtain certifications as a Pharmacy Technician or as a Certified Nursing Assistant prior to graduating. Future plans include the implementation of Medical Micro/Pathology and Principles of Technology as 4th year science options. We believe that it is imperative that students are provided opportunities to obtain real world experiences within their science education. Curriculum that provides "hands-on" activities, investigation and exposure to real world problems provide an opportunity for all learners to master the content objectives, expand their thinking, and help them visualize opportunities for their future.

Devine ISD encouraged staff development in curriculum and instruction that would enhance the educational opportunities for students. First, focus was placed on ensuring that the instructors had a complete knowledge of the TEKS and content clarification of the student expectations. This was accomplished by completing a vertical alignment from K-5 and 6-12. Secondly, representatives from each content area participated in a collaborative of teachers from the region, developing curriculum in alignment with the TAKS objectives and developing lessons designed to reach all learning styles by diversifying teaching methods. Access to these lessons was provided to the rest of the department. Finally, in an effort to address the lack of exposure in our small community to real world applications in science, access to video streaming technology was provided to every classroom and was incorporated into lesson planning in an effective format.

In addition to the core curriculum, we utilize a three phase TAKS preparation program in conjunction with the regular curriculum. A series of warm-up activities addressing target objectives for remediation and emphasizing testing strategies is utilized on a weekly basis in each class. A “Countdown to TAKS” program is implemented in Biology and Chemistry that emphasizes activities to enhance student participation, active learning and assessment via manipulatives and student/teacher interaction. On the night prior to the testing date, a question and answer review is offered for sophomores and juniors.

4. Instructional Methods:

Differentiating instruction is a key component of the success achieved at Devine High School. Lesson plans are TEKS based, and our teachers present academic instruction in a multitude of methods that appeal to different learning styles as well as emphasizing student involvement.

Classrooms at Devine H.S. are centered on students. Teachers constantly review instructional methods to determine the effectiveness of reaching all students. Lectures or notes for our various courses are often presented utilizing multi-media elements including streaming videos, smart-board power point presentations and interactive simulations in computer labs. Students are challenged on a daily basis by open-ended questions or applying analytical skills in a variety of formats.

Our students have the opportunity to engage in kinesthetic learning, debates, mock elections, and a variety of technologically assisted assignments and projects. The curriculum also allows for an inter-disciplinary approach as lessons can often be presented simultaneously in different classes allowing students the opportunity to obtain a more comprehensive understanding of the subject matter.

The goal at Devine H.S. is to provide our students at all levels with the knowledge and skills they need in order to be successful upon graduating. Our teachers reinforce major course components and skills while offering a variety of tutorials and pull-out sections to assist students who might be experiencing difficulties. On any given day a student might engage in cooperative learning groups, one on one tutoring, or distance learning. This variety of instruction allows students the opportunity to comprehend or apply the material at a different pace if needed.

By closely monitoring the progress of our students we provide another look or an increased challenge. The combination of active student involvement, multiple methods of instruction and a mentoring approach by teachers is designed to prepare our students for the future challenges and adventures that await them.

5. Professional Development:

At Devine ISD, professional development is essential to the success of our students. Needs are determined through examination of assessment results, need-based areas and faculty surveys. Teachers are often allowed to make choices that best suit their individual classroom needs. In addition to school safety, conflict resolution, discipline strategies, technology, crisis response and teacher appraisal system, we have targeted professional development to focus on learner-centered instruction throughout the district, on our campus and in each department.

As a district, we used staff development time to form teams of instructors from Kindergarten through 12th grade in each content area to align our instructional goals with TEKS and student expectations on TAKS. Time was allotted for these teams to align curriculum vertically and to allow members time to align curriculum horizontally, share best practices and develop common assessments within each grade level or

department. The alignment of curriculum ensured every student was receiving the best instruction from every teacher.

At the campus level, professional development sessions included Ruby Payne's "Frameworks of Poverty," the "Writing Across the Curriculum" program, "Differentiation for all Students," "Meeting the Needs of Diverse Learners" and KLRN-TV Connect training. These workshops gave instructional methods and strategies that were essential to meeting the needs of all students and provided specific strategies for assisting economically disadvantaged students. Streaming video sessions provided exposure to vast learning opportunities previously unavailable in our small community.

In addition to GT, AP and Pre-AP training, TAKS data analysis, test preparation and curriculum alignment, each core area participates in professional development opportunities to strengthen instruction. Math teachers attended problem solving and calculator workshops, while science and math participated in ESC 20's "Frameworks," a collaborative curriculum workshop for teachers in our area. The social studies department attended "Tackling the TAKS," ELA attended "The Writing Academy of Kemah" and CTE teachers attended professional conferences in agriculture, business, marketing, technology and family consumer sciences. All of these ensured teachers had the resources and support needed to create maximum learning opportunities for every student on the DHS campus.

We at Devine High School believe our commitment to relevant professional development opportunities is reflected in the current success of our students, our school and our community.

6. School Leadership:

School leadership at Devine High School is participatory through an administrative team comprised of a building principal, an assistant principal for administration, an assistant principal for curriculum and instruction, a counselor, curriculum coordinators, and department chairs. A few of the goals of the new principal at Devine high school are to allow for more broad-based leadership, encourage individual initiative, and build a true learning organization through professional learning communities (PLC's) rather than maintain a system of executive leadership.

The principal's primary role in the leadership structure is that of instructional facilitator rather than instructional leader or manager. More direct leadership is utilized in situations which are non-negotiable and may require quick decisions or involve student safety and in areas which may involve development of campus initiatives or new programs. For example, to improve school-parent relationships, the principal directed teachers to make positive proactive contact with parents at least 10 times per six weeks grading period and document the results. Additionally, teachers may not be consulted for items like fire drills, but will be asked for input when it comes to duty schedules and preferences for team meeting times.

Already, teacher leadership is encouraged through active participation in building-level teams, campus committees, and direct input to the principal and administrative team through an open door policy. All new policies and any existing policies which may need changing are reviewed by the principal and administrative team in terms of how they will effect student achievement. Many of those items are brought to the content area department chairs to discuss and gather input.

And, although the structure for PLC's is not yet fully implemented, this has been and will be used to enhance student achievement. This structure will allow teachers the time and space to collaborate regarding student work, learning, and professional practice.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Texas Assessment of Knowledge & Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met Standard	62	69	53	52	52
Commended Performance	8	10	9	7	3
Number of students tested	130	120	129	125	122
Percent of total students tested	99	99	97	85	89
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	56	53	40	36	40
Commended Performance	6	6	5	4	0
Number of students tested	52	47	62	56	57
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	58	60	41	38	42
Commended Performance	6	2	5	6	4
Number of students tested	66	52	58	53	55
3. (specify subgroup): White					
Met Standard	66	77	63	62	61
Commended Performance	10	16	10	9	3
Number of students tested	62	69	70	69	67
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 10 Test: Texas Assessment of Knowledge & Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	92	84	90	78	83
Commended Performance	28	8	11	2	2
Number of students tested	130	118	129	127	127
Percent of total students tested	99	92	97	84	91
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	88	71	87	67	76
Commended Performance	19	6	5	2	0
Number of students tested	52	48	62	60	59
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	91	78	84	70	82
Commended Performance	20	4	7	2	0
Number of students tested	66	50	58	54	56
3. (specify subgroup): White					
Met Standard	94	88	94	83	83
Commended Performance	37	12	13	3	3
Number of students tested	62	68	70	71	71
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 11 Test: Texas Assessment of Knowledge & Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	85	81	68	63	53
Commended Performance	23	13	7	4	5
Number of students tested	120	122	120	123	105
Percent of total students tested	100	85	90	90	88
Number of students alternatively assessed	7				
Percent of students alternatively assessed	6				
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	79	73	62	55	49
Commended Performance	18	8	7	2	5
Number of students tested	38	51	42	51	41
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	78	71	54	52	53
Commended Performance	14	5	2	6	0
Number of students tested	50	59	50	54	45
3. (specify subgroup): White					
Met Standard	90	90	78	72	53
Commended Performance	29	19	10	3	8
Number of students tested	70	62	67	68	59
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 11 Test: Texas Assessment of Knowledge & Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	97	97	94	93	80
Commended Performance	22	28	22	24	7
Number of students tested	119	122	116	123	101
Percent of total students tested	100	85	87	88	85
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	93	94	95	88	67
Commended Performance	8	9	15	12	0
Number of students tested	40	53	39	51	39
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	98	95	91	89	77
Commended Performance	14	16	13	18	0
Number of students tested	49	61	46	55	43
3. (specify subgroup): White					
Met Standard	96	98	96	97	84
Commended Performance	27	38	27	28	12
Number of students tested	70	60	67	67	57
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 9 Test: Texas Assessment of Knowledge & Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met Standard	58	70	66	52	43
Commended Performance	11	17	15	13	12
Number of students tested	141	130	132	143	136
Percent of total students tested	99	94	98	95	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	53	67	58	35	36
Commended Performance	8	11	10	7	7
Number of students tested	64	61	60	75	69
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	55	67	48	38	31
Commended Performance	5	11	5	4	7
Number of students tested	82	70	58	68	58
3. (specify subgroup): White					
Met Standard	62	74	80	65	51
Commended Performance	20	22	23	19	16
Number of students tested	55	58	74	74	74
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 9 Test: Texas Assessment of Knowledge & Skills
Edition/Publication Year: 2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	92	87	93	82	72
Commended Performance	28	29	22	23	7
Number of students tested	130	135	130	146	137
Percent of total students tested	99	98	97	98	95
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	88	84	90	74	63
Commended Performance	19	20	15	13	0
Number of students tested	52	64	60	78	68
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	91	82	84	77	56
Commended Performance	20	19	7	16	4
Number of students tested	66	73	58	70	57
3. (specify subgroup): White					
Met Standard	94	92	100	87	83
Commended Performance	37	40	35	31	9
Number of students tested	62	60	72	75	76
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 9 Test: Taks (Reading)
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb				
SCHOOL SCORES					
Met Standard	92				
Commended Performance	28				
Number of students tested	130				
Percent of total students tested	99				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	88				
Commended Performance	19				
Number of students tested	52				
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	91				
Commended Performance	20				
Number of students tested	66				
3. (specify subgroup): White					
Met Standard	94				
Commended Performance	37				
Number of students tested	62				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

I have not entered the 5 years of data because I can't find it all at this time.

Subject: Reading
Edition/Publication Year: 2008

Grade: 9 Test: Taks (Reading)
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Feb				
SCHOOL SCORES					
Met Standard	92				
Commended Performance	28				
Number of students tested	130				
Percent of total students tested	99				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard	88				
Commended Performance	19				
Number of students tested	52				
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard	91				
Commended Performance	20				
Number of students tested	66				
3. (specify subgroup): White					
Met Standard	94				
Commended Performance	37				
Number of students tested	62				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

I have not entered the 5 years of data because I can't find it all at this time.