U.S. Department of Education November 2002

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Dr. Charlesetta Deason
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Michael E. DeBakey High School for Health Professions
(As it should appear in the official records)

School Mailing Address 3100 Shenandoah Street
(If address is P.O. Box, also include street address)

Houston Texas 77021-1097
City State Zip Code+4 (9 digits total)

Tel. (713) 741-2410 Fax (713) 746-5211

Website/URL http://hs.houston.org/debakeyhs Email cdeason@houstonisd.org
I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Charlesetta Deason Date 3/31/03
(Principal's Signature)

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

Name of Superintendent Dr. Kaye Stripling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Independent School District Tel. (713) 892-6300

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

Kaye Stripling Date 3/31/03
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Kevin Hoffman, President
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Kevin Hoffman Date 3/31/03
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:

211	Elementary schools
49	Middle schools
0	Junior high schools
36	High schools
296	TOTAL

2. District Per Pupil Expenditure: $5,291

   Average State Per Pupil Expenditure: $4,929

SCHOOL (To be completed by all schools)

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

   [X] 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. Number of years the principal has been in her/his position at this school. 13

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

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					**7**			
1					**8**			
2					**9**	57	133	190
3					**10**	58	98	156
4					**11**	71	73	144
5					**12**	45	107	152
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					642

6. Racial/ethnic composition of the students in the school:

10.0%	White
58.6%	Black or African American
27.4%	Hispanic or Latino
23.8%	Asian/Pacific Islander
.2%	American Indian/Alaskan Native
100%	**Total**

7. Student turnover, or mobility rate, during the past year: 6.5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	646
(5)	Subtotal in row (3) divided by total in row (4)	.023
(6)	Amount in row (5) multiplied by 100	2.3%

8. Limited English Proficient students in the school: 0%

0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 40.8%

262 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch 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: .6%

4___ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	2 Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
2 Hearing Impairment	____Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	4	
Classroom teachers	44	
Special resource teachers/specialists		
Paraprofessionals		
Support staff	21	
Total number	69	

12. Student-"classroom teacher" ratio: 15

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.9	98.6	98.2	97.8	98.0
Daily teacher attendance	97.0	95.0	98.0	96.0	94.0
Teacher turnover rate	6.4	6.8	11.5	NA	NA
Student dropout rate	0.0	0.0	0.6	0.0	0.0
Student drop-off rate	5.7	3.8	7.7	5.2	3.6

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	150
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in vocational training	
Found employment	
Military service	1%
Other (travel, staying home, etc.)	
Unknown	
Total	100 %

PART III - SUMMARY

The Michael E. DeBakey High School for Health Professions (DHSHP), located one mile from the renowned Texas Medical Center in Houston, is recognized as one of the finest public high schools in Texas. In 1972, the Houston Independent School District (HISD) and Baylor College of Medicine (BCM) joined forces to pilot an innovative program that would eventually become a national model. Motivated by the dwindling number of health care professionals, HISD and BCM designed a health science curriculum to prepare bright young people, especially those from traditionally under-represented groups, for careers in the health professions. ***Our DHSHP mission is to provide a challenging, well-balanced college preparatory program which focuses on educational experiences in science and the health professions and furthers an understanding and appreciation of our multicultural community.***

As a magnet school that attracts students from throughout HISD, over one thousand students apply for admission yearly, from which the school selects two hundred based on their interest in health science, their proven academic ability, and their standardized test scores, letters of recommendation, conduct, and personal interviews. Six hundred and forty two students are currently enrolled. A distinguishing feature of DHSHP is our Pre-Medical Academy, which represents an eight-year seamless partnership between the high school, the University of Houston and Baylor College of Medicine. The Academy provides an eight-year scholarship, which includes four years at the University of Houston and four years at Baylor College of Medicine, the cost of which is underwritten by the DeBakey Foundation, and is awarded to ten DHSHP students each year.

The administration, with forty-three years of experienced leadership, the faculty, sixty percent of whom hold advanced degrees and certifications in pharmacy, dentistry, nursing and medical technology, along with members of the community, have fashioned a vision that promotes high academic standards, appreciates cultural diversity, and values community service. A BCM faculty member serves as DHSHP's Dean of Instruction. The school's administration, assisted by the Dean of Instruction and faculty, directs the on-going curriculum assessment and improvement process. The curriculum combines a rigorous college preparatory program with hands-on, health-related learning experiences. DHSHP's graduation requirements in the areas of English, math, science, and health science far exceed those mandated by the district and state. Students may choose from an expansive list of pre-AP and AP courses, all of which prepare them to compete as future undergraduates in the nation's most elite universities. At the nearby Texas Medical Center, ninth and tenth graders explore career opportunities in medicine, health, and biomedical science and acquire basic health care knowledge and skills. Eleventh and twelfth graders participate in clinical rotations at Baylor-affiliated teaching hospitals. Because DHSHP draws its students from a large urban area, it has an exceptionally diverse population: 38.6% African-American; 23.8% Asian; 27.4% Hispanic; and 10.2% white. Co-curricular clubs and organizations foster a sense of school community. A remarkable feature at DHSHP is the one hundred hours of community service all students complete as a graduation requirement, which results in a sense of shared responsibility for the community. Our students' accomplishments are evident in their 97.9% attendance rate, the highest in HISD, the 4.04% mobility rate, and the 0% dropout rate. Students consistently receive high scores on state academic proficiency tests. Ninety-eight percent of graduating seniors each year plan to pursue post-secondary education.

The school also benefits from partnerships with BCM, Texas Medical Center institutions, the University of Houston, Rice University, Southwestern Bell telephone, the Lyondell Petrochemical Company, The Annenberg Foundation, and Junior Achievement. DHSHP's curriculum development plan was generously funded by The Robert Wood Johnson, , and Rockefeller Foundations.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. State Tests and Exclusionary Criteria

The Texas Assessment of Academic Skills (TAAS) was first administered in the Houston Independent School District (HISD) and in Texas in 1990. TAAS thus became a major part of the State Accountability Rating System. The school ratings ranged from "low performing" to "exemplary." DeBakey HSHP has proudly been rated exemplary for eleven consecutive years (the first year was a benchmark year). Passing this exit-level test, which was initially administered to 10th grade students, was a graduation requirement. In 2002, the state-mandated TAAS was replaced with a new test, the TAKS, for which we have not yet received comprehensive benchmark data. TAKS will be administered beginning in 2004 to all eleventh graders as an exit-level test. So the following information is based on our most recent 2002 TAAS results.

There was a procedure in place to exclude students from TAAS if they were labeled for Special Education and the Admissions Review and Dismissal Committee (ARD) made that decision. Any third through twelfth grade student who could read was administered the TAAS. Non-English speaking students were given the TAAS in their native language; for example, Spanish-speaking students were given the Apprenda. No students were excluded from either TAAS or Stanford 9 tests at DeBakey HSHP.

The TAAS test results were reported in the following language: "Meets Minimum Expectations" was an indicator of a passing score; "Does Not Meet Minimum Expectations" was an indicator of a failing score. The passing score was an indicator that the student had achieved mastery of 70% percent of the objectives on any subtest either reading, writing, or mathematics.

Stanford 9 is a national, norm-referenced test. HISD has used this test since the 1999 school year. Again, no students are excluded from taking the Stanford 9, except for students labeled Special Education. Administered in grades three through eleven for all HISD students, all DeBakey students take the Stanford 9. Disaggregated data is not available from the test vendor. Data for 1999 through 2002 are included.

2. The Monitoring and Use of Test Data

Teachers and administrators use the test data in several ways. An item-analysis review of the test questions is conducted to determine what areas of the curriculum are problematic. A plan is devised for each curricular area and is then reported in the School Improvement Plan (SIP). Teachers then realign the vertical or horizontal teams in order to achieve maximum student achievement. The planning is done before school is out for the next school year. The staff constantly reviews and adjusts best practices within each subject area based on information gleaned from the test data. HISD has a computer program in place, the PASS system, an acronym for Profiles in Academic Student Success, which allows each teacher to view on-line the current test data for students enrolled in his or her classes and make immediate, individualized, curricular adjustments as needed. Faculty and staff members also use designated Professional Development Days to work on departmental and grade level issues, which is another tool vital to improving overall student achievement.

The test data is disaggregated by items missed and items correct, ethnicity, gender and grade level. Students may also take a snapshot test before and after remediation. This allows teachers an opportunity to provide professional feedback to students and make instructional decisions to improve their delivery and make adjustments to improve student success. School counselors also have access to the PASS data.

3. Communicating Student Performance

The parents, students and community are informed of student performance in several ways. The school sends parents a six-week report card every six weeks during the school year. Parents receive a telephone call from the counselor to come to school for a conference and to develop an improvement plan for students who are at risk of failure or demonstrating low performance in one or more classes. The school also uses a "phone messenger system" to telephone "hot" messages to parents, and also conducts monthly parent forums by grade level to discuss issues pertinent to a 9^{th}, 10^{th}, 11^{th} or 12^{th} grade students and his or her parents. For example, such forums may focus on course requirements in Advanced

Placement classes, adjustments in study skills for freshmen, and character development issues related to school operations and ethical behavior. Parents also receive a student progress report at the mid-point of each cycle. Parents and community members are also mailed a "School Report Card" from the state which includes all the assessment data, attendance, SAT scores, mobility rate, and other pertinent data. This information is also provided on the state and school web pages. Each student receives information regarding tutorials both during and after school. Parents are also provided with a hot-line telephone number to call the school for information. At our monthly PTA meetings, professional staff from each department takes turns highlighting its achievements and course requirements. This process has proven to be popular with parents because they are given an opportunity to meet their students' teachers and ask specific questions. In addition, the school holds an annual Open House at the beginning of the school year.

4. Communicating Successes To Other Schools

Our school has a published visitation schedule in place and we have also set aside tour days each month when we open our doors to distinguished visitors and guests. When these dates are in conflict, we adjust our schedule to accommodate visitors without interrupting classroom instructional time. Both students and staff members are trained as tour guides and are able to explain the various programs we have in place. Normally, a student in each class is designated by the teacher to talk to guests so that class time is not interrupted if a visitor wants to enter a class where the teacher is lecturing or demonstrating a concept or skill. DeBakey traditionally receives over 500 requests for information annually from around the world, and our guests are local, national, and international.

Other ways that we communicate our success is through our teachers, who present new ideas and methodology at national conferences and conventions. We also have published brochures and information packets which state our successes as well as our goals and mission.

DeBakey HSHP has also developed a video presentation which chronicles the school's founding and its progress since we opened our doors in 1972.

In the event we win the No Child Left Behind – Blue Ribbon Schools program award, we will continue to utilize the policies we already have in place to further promote our success.

PART V – CURRICULUM AND INSTRUCTION

1. The Comprehensive Curriculum

The Michael E. DeBakey High School for Health Profession's (DHSHP) Curriculum is designed to meet the goals of students interested in health science and to remain current with respect to technological trends. Our curriculum not only addresses the broad goals for student learning expected of all educational institutions, but also provides academic preparation far superior to state requirements. In fact, students complete a year of study beyond the state requirements in several academic subjects. By helping students integrate the knowledge gained in other disciplines with what is learned in health science classes, our students become life-long learners. Additionally, students apply the problem-solving skills learned in health science classes to their professional and personal relationships. Intensive classroom instruction combined with field, library and laboratory investigations stress higher level critical thinking skills. DeBakey students also benefit from our emphasis on community service and field trips which teaches them how to learn and apply knowledge gained outside the traditional classroom.

A pre-college, core curriculum is required for all DeBakey students. This includes five years of mathematics and sciences, four years of English Language Arts and Social Sciences, and three years of Foreign Language. Three levels of course work are offered: magnet, pre-advanced placement (PAP) in grades 9 through 11 and advanced placement (AP) for grades 11-12. At a minimum, all students must complete AP level courses in mathematics and science during their senior year at DeBakey.

All instructional areas maintain high standards. The mathematics program places greater emphasis on computer and calculator skills: this involves the use of graphing calculators, the completion of computer-assisted tutorials, the use of math manipulatives and work in "discovery groups" to solve word problems in courses from Algebra I through AP Calculus. DeBakey's multi-level science sequences: Biology, Chemistry, Physics, provide students with a balanced foundation. Because our primary goal is to prepare students for college level work and to improve standardized test performance, AP science students are challenged with SAT and ACT questions formatted to increase higher order thinking skills. To hone research and presentation skills, all students are encouraged to enter competitive events. Science courses stress hands-on laboratory skills which include microscopy, dissection and laboratory exploration with enzyme catalysts, transport processes, electrophoresis and quantitative lab analyses.

Our Language Arts program expands student vocabulary, facilitates class discussions, teaches literary analysis and stresses reading and writing in a variety of modes. Students are taught to use the writing process to generate clear written products, and to facilitate critical reasoning. In preparation for the SAT examination, students take a special course which orients them to test-taking strategies, and fine tunes skills in verbal reasoning, reading comprehension, math concepts and computation. The Social Science curriculum prepares students for life in a complex and diverse society and teaches democratic values. The Foreign Language program facilitates students' abilities to participate in a global economy by making them proficient in other languages and cultures. These classes (levels 1-4) incorporate reading, writing, listening and speaking skills. Beginning students focus on vocabulary building and pronunciation; intermediate levels perfect the use of sophisticated vocabulary and formulate complex sentences; and the most advanced levels demonstrate conversational mastery by discussing historical and cultural events, analyzing works of literature and writing extended essays.

2. Secondary School

The DeBakey Reading Program focuses on four primary areas: decoding skills through a combination of read-aloud and think-aloud activities; vocabulary development; writing about literature; and learning the language of metaphor. Implementing these activities involves oral reading, and articulation of ideas to each other and to the teacher in order to insure students can read and comprehend the required texts. Frequent questioning for knowledge-level understanding, and application, analysis and synthesis, by having students write about literature, further increases reading comprehension skills. Our extended goals target AP objectives for all students. They are expected to identify themes and tone shifts in the assigned texts. A dialectical journal is required for the assigned novels on our vertical ladder. Through discussions, review, lectures, and practice identifying diction, point of view, and setting, students are also oriented to the texts they read. In addition, they are given many opportunities to

visualize what they have read through art work and literary interpretation. Students also create their own poems, short stories and editorial essays both for publication and for oral readings of their work in a public venue.

Reading at the high school and college levels involves decoding both the literal and figurative meaning of language. Entering freshmen comprehend on a basic level what a metaphor is. They have a sense of word definition and its related constructs such as simile, analogy, hyperbole and personification, but these must be reinforced. This is done both by having them discuss and write about the figurative language they encounter in literary texts and by creating their own metaphors through writing. By senior year, students are comfortable with interpretive reading and are able to understand a text through more than one critical lens, and while not all students will reach the same level of reading proficiency, most students can competently interpret and write about complex texts given the appropriate guidance, practice time and opportunities for research. They are also able to successfully answer comprehension questions on competitive multiple-choice college entrance examinations as well as write interpretive, analytical, timed essays based on specific reading prompts for Advanced Placement examinations in Literature and Language.

3. Specialized Curriculum

DeBakey HSHP is a magnet school established to encourage and promote careers in science, health and medicine. The Health Science Technology program plays a primary role in meeting the essential skills and knowledge based on the school's mission. Students are required to complete four years of sequenced health science technology to graduate. Ninth grade students enroll in a foundation class entitled, *Introduction to Health Science Technology* (HIS). The history of medicine, medical ethics, medical terminology and over 500 health careers are studied through career planning and exploration activities. Tenth grade students expand their knowledge in *Health Science Technology I*, through a study of human anatomy and physiology. The application of their learning comes in obtaining Red Cross certification in cardiopulmonary resuscitation and first aid. *Health Science Technology II* allows junior students to explore three disciplines of health care in three, twelve-week rotations: Medical Laboratory, Dental Science and Patient Care Science. The senior program, *Health Technology III*, exposes students to occupational career clusters, advanced health science and a health care preceptorship program.

The Health Science Technology curriculum addresses essential thinking in the cognitive, psychomotor and affective domains. Students develop cognitive skills as they analyze, assimilate, synthesize and evaluate information while performing research in a laboratory setting. This knowledge is applied to their study of the health care organization and the treatment of patients. Psychomotor skills are developed through laboratory experimentation and patient care experiences. Students develop affective thinking skills as they learn appropriate professional behavior and dress, effective medical communication skills and the standards and ethics of the health care professions.

4. Instructional Methods

AP Vertical Teams were instituted in all core areas in order to coordinate goals, content instruction and assessment standards across grade levels and to ensure adequate preparation for the AP examinations. Each discipline formulated core competencies for all four grade levels and established a vertical and horizontal ladder used for periodic evaluations. Mathematics teachers normally focus on ratios and functions, graphing word problems and computing practical solutions. Science teams use verbal reasoning and mathematical skills to generate lab reports and to write essay exams. Language Arts teams focus on two goals: incorporating SAT vocabulary into daily lessons and using AP writing prompts for timed writings. In the Foreign Language department, vertical teams coordinate reading, writing, listening, and speaking skills through each of the four years of language learning.

The use of technology in secondary instruction has revolutionized content delivery. Bringing the Internet into the classroom has introduced another instructional modality, one with limitless ramifications. Increased utilization of all forms of technology is visible in all instructional areas. In mathematics and science, students are exposed to scientific software, graphing calculators, and computer assisted instruction. These methods are used to study projectiles' trajectories in order to simulate the results of genetic cross breeding experiments and to graph variations in pH concentrations. The Language Arts department uses computers to draft and revise research papers and to facilitate collaborative writing and

peer review. Teachers create web pages to provide students with immediate access to additional resources. Students use PowerPoint to enhance their presentations with World Wide Web graphics. The Foreign language students use technology daily in their state-of-the-art foreign language laboratory. Students learn through the use of foreign language videos, CDs, DVDs, and music. Language proficiency is facilitated by the recording of student conversations and by conducting peer evaluations using the drop-down audio system.

Technology is used to reinforce cross discipline instruction and inter-school collaboration. Mathematics and science instructors require students to gather, assimilate and interpret data from their daily experiences and to present their ideas in journals, lab reports, narrative writing, graphs and illustrations, and oral presentations. Through observation and research, interaction with mentors and documentation of their ideas, students become independent life-long learners. English teachers collaborate on interdisciplinary projects in order to reinforce the importance of reading, writing and critical thinking in all areas of study. Teachers may team teach a Shakespeare unit or use PowerPoint and 3-D document viewers to provide the historical context or use the team's website, which has been developed to teach Shakespeare's biography and\the history of the Globe theater. The total integration of technology in all instructional disciplines assures that our students will be adequately prepared to compete in the progressive age of technology.

5. Proffesional Development

DeBakey's (DHSHP) professional development plan reflects our goals -- challenging students academically and creating a nurturing environment. Our immediate needs are determined by teacher and departmental requests, student needs and the Academic Excellence Indicator System (AEIS) data collected by the Texas Education Agency. The long-term plan expands on professional development opportunities from the previous year. Each spring teachers are requested to submit ideas for professional development activities for the upcoming school year. Each year the district mandates 30 hours of professional development in targeted areas, such as the current Project CLEAR and TAKS initiatives. Annually, two days of professional development are reserved for Reading/Language Arts and Mathematics update activities.

Each campus has the ability to structure their own professional development program to support district initiatives. This year, three professional development days have been targeted. The first day was devoted to exploring strategies for implementing effective AP Vertical Teams. Each academic department evaluates year-end, student outcome data to set next year's priorities and departmental initiatives. The second day was reserved for Gifted and Talented update training in differentiated curriculum to meet the annual requirements for teachers of gifted students as prescribed by the Texas Association of Gifted and Talented (TAGT). The final day of training is used to celebrate the school's successes and to project next year's goals. Professional development training at DHSHP is tailored to meet specific campus needs through data driven outcomes. The end result has been a continuous increase both in student learning and achievement levels.

STATE CRITERION-REFERENCED TESTS

Grade: 10 Test: Texas Assessment of Academic Skills (TAAS)

Edition/Publication Year: 1997-2002 Publisher: Texas Education Agency (TEA)

What groups were excluded from testing? No groups were excluded.

Explain the standards for Basic, Proficient, and Advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

BASIC = N/A. Not provided by test vendor.

PROFICIENT = Meeting State minimum passage of 70% of objectives answered Correctly.

ADVANCED = Meeting all objectives. Advanced data not available by subgroups.

Data Display Table for Mathematics and Reading (Language Arts or English).

Texas Assessment of Academic Skills (TAAS)

Mathematics – Grade 10

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	2/98
SCHOOL SCORES					
TOTAL					
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	100%
At Advanced***	79%	58%	73%	80%	N/A
Number of students tested	153	155	180	230	143
Percent of students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. ASIAN	34	41	37	47	N/A
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	N/A
At Advanced***					
2. AFRICAN-AMERICAN	63	58	72	98	N/A
At or Above Basic*					
At or Above Proficient**	100	100	100	100	N/A
At Advanced***					
3. HISPANIC	41	39	51	61	N/A
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	N/A
At Advanced***					
4. WHITE	15	16	20	24	N/A
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	N/A
At Advanced***					
STATE SCORES					
TOTAL	242,452	238,686	230,184	215,947	231,444
At or Above Basic*					
State Mean Score****					
At or Above Proficient**	92%	89%	86%	83%	75%
State Mean Score****					
At Advanced***	19%	15%	26%	33%	27%
State Mean Score****					

N/A = Not Available

*BASIC = N/A. Not provided by test vendor.

**PROFICIENT = Meeting State minimum passage of 70% of objectives answered correctly.

***ADVANCED = Meeting all objectives. Advanced data not available by subgroups.

****State Mean Scores not provided by test vendor.

Data Display Table for Mathematics and Reading (Language Arts or English).

Texas Assessment of Academic Skills (TAAS)
Reading – Grade 10

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	2/98
SCHOOL SCORES					
TOTAL					
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	100%
At Advanced***	92%	92%	92%	91%	N/A
Number of students tested	153	155	180	231	143
Percent of students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. ASIAN	34	41	37	48	N/A
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	N/A
At Advanced***					
2. AFRICAN-AMERICAN	63	58	72	98	N/A
At or Above Basic*					
At or Above Proficient**	100	100	100	100	N/A
At Advanced***					
3. HISPANIC	41	39	51	61	N/A
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	N/A
At Advanced***					
4. WHITE	15	16	20	24	N/A
At or Above Basic*					
At or Above Proficient**	100%	100%	100%	100%	N/A
At Advanced***					
STATE SCORES					
TOTAL	242,195	238,000	229,357	213,959	229,059
At or Above Basic*					
State Mean Score****					
At or Above Proficient**	94%	90%	88%	90%	86%
State Mean Score****					
At Advanced***	53%	50%	53%	63%	54%
State Mean Score****					

N/A = Not Available

*BASIC = N/A. Not provided by test vendor.

**PROFICIENT = Meeting State minimum passage of 70% of objectives answered correctly.

***ADVANCED = Meeting all objectives. Advanced data not available by subgroups.

****State Mean Scores not provided by test vendor.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 9 Test: Stanford 9

Edition/publication year: 1997-2002 Publisher: Harcourt - Brace

Groups excluded from testing: No groups were excluded.

Scores are reported here as: NCEs

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	2/98
SCHOOL SCORES					
Total Score	68.2	69.7	72.2	72.6	N/A
Number of students tested	187	174	178	202	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0	0	0	0	N/A
SUBGROUP SCORES*					
1.					
2.					
3.					
4.					
5.					

*Disaggregated data is not available.

N/A = Not Available.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

Grade: 10 Test: Stanford 9

Edition/publication year: 1997-2002 Publisher: Harcourt - Brace

Groups excluded from testing: No groups were excluded.

Scores are reported here as: NCEs

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	2/98
SCHOOL SCORES					
Total Score	69.6	72.2	74.6	72.1	N/A
Number of students tested	150	153	179	230	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0	0	0	0	N/A
SUBGROUP SCORES*					
1.					
2.					
3.					
4.					
5.					

*Disaggregated data is not available.

N/A = Not Available.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

Grade: 11 Test: Stanford 9

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Groups excluded from testing: No groups were excluded.

Scores are reported here as: NCEs

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	2/02	2/01	2/00	2/99	2/98
SCHOOL SCORES					
Total Score	72.9	73.4	71.1	73.4	N/A
Number of students tested	142	155	210	125	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students excluded	0	0	0	0	N/A
Percent of students excluded	0	0	0	0	N/A
SUBGROUP SCORES*					
1.					
2.					
3.					
4.					
5.					

*Disaggregated data is not available.

N/A = Not Available.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					