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

Name of Principal Mr. F. Michael Satarino

Official School Name The School for the Talented and Gifted

School Mailing Address 1201 East Eighth Street; Suite 302

Dallas, Texas, 74203-2545

Tel. (972) 925-5970 Fax (972) 925-6018

Website/URL http://www.dallasisd.org/schools/realtor_mag.cfm?View=36&DocID=362

Email FMSatari@dallasisd.org.

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

_____ Date_____
(Principal's Signature)

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

Name of Superintendent Dr. Mike Moses

District Name Dallas Independent School District Tel. (972) 925-3700

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Ken Zornes

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

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

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

3. 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.

4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

5. 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.

6. 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

DISTRICT (questions 1 – 2 not applicable to private schools)

1. Number of schools in the district:
(Total includes 4 alternative schools
And 2 Pre-K schools)

154 Elementary schools
28 Middle schools
0 Junior high schools
29 High schools

217 TOTAL

2. District Per Pupil Expenditure: $6,676

Average State Per Pupil Expenditure: $6,913

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

N/A If fewer than three years, how long was the previous principal at the 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**	13	30	43
3					**10**	19	22	41
4					**11**	20	18	38
5					**12**	17	22	39
6					**Other**			
		TOTAL STUDENTS IN THE APPLYING SCHOOL						161

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

31 % White
30 % Black or African-American
34 % Hispanic or Latino
4 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 0 %

(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.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	174
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100.	0

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

Number of Languages represented: 0 (Please note that we are required to monitor the progress of four exited LEP students)
Specify languages:

9. Students eligible for free/reduced-priced meals: 32 %
52 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: .1 %
1 Total Number of Students Served

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

_____Autism	_____Orthopedic Impairment
_____Deafness	_____Other Health Impaired
_____Deaf-Blindness	_____Specific Learning Disability
_____Hearing Impairment	1 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)	1	0
Classroom teachers	14	2
Special resource teachers/specialists	0	0
Paraprofessionals	1	0
Support staff	2	1
Total number	18	3

12. Student – "classroom teacher" ratio: 10 to 1

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	97.3	98.1	98.1	97.4
Daily Teacher Attendance	94.3	95.8	98.3	97.6	97.1
Teacher Turnover Rate	7	7	7	7	7
Student Dropout Rate	0	0	0	0	0
Student Drop-off Rate	0	0	0	0	0

(Note 1 – Teacher attendance for both 2000-2001 and 2001-2002 was adversely affected by one teacher each year who missed the entire second semester due to serious illness.)
(Note 2 - the "Teacher Turnover Rate" represents the loss of one teacher per year. Of the five teachers who left, two retired, two had disabling illnesses, and one was advanced to administration)

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

Graduating class size	52
Enrolled in a 4-year college or university	100 %
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other (travel, staying at home, etc.)	_____%
Unknown	_____%
Total	**100 %**

III – SUMMARY

The School for the Talented and Gifted is a magnet high school in the Dallas Independent School District of the state of Texas (DISD). The mission statement of the DISD states: ***"Our mission is to prepare all students to graduate with the knowledge and skills to become productive and responsible citizens."*** The School for the Talented and Gifted assumes that mission statement and takes it further as we state our mission statement – ***"Our mission is to develop the gifts and talents of the students who come to us in such a manner as to allow them to gain admission to the college or university of their choice and to have that chosen college or university provide our students with scholarship and/or grant money as a reward for their academic accomplishments during their tenure at our school."***

The School for the Talented and Gifted has a vision statement mirroring the vision statement of the "National Association of Gifted Children" – ***"It is our vision that the diverse expressions of gifts and talents of <u>all</u> individuals will come to be valued by society. Responsibility for nurturing, encouraging, and supporting the full development of potential in children and youth will be accepted and shared in their families, schools, and communities. Their accomplishments and contributions to self and society will be celebrated by all."***

The School for the Talented and Gifted was established in 1982 as part of the desegregation court order. Its curriculum was designed to provide a comprehensive academic program to serve identified talented and gifted students in grades nine through twelve. Originally located in west Dallas on the L.G. Pinkston High School campus, the TAG Magnet, along with five other magnet schools, moved to the new Yvonne A. Ewell Townview Magnet Center in the fall of 1995.

The School for the Talented and Gifted draws students from across the Dallas Independent School District. The current enrollment of 161students reflects the culturally diverse fabric of the larger school district as best as it can while trying to match court-mandated ethnic percentages in its selection process: 31% Anglo, 30% African-American, 34% Hispanic, and 5% Other.

During the spring semester a screening process is initiated to place incoming students at the TAG Magnet for the following year. A holistic, case-study approach is used by the screening committee, which is comprised of the principal, the counselor, teachers, and community representatives. Multiple identification criteria are used in the screening process including academic transcripts, TAAS/Stanford 9 scores, a behavioral assessment scale, a student portfolio, and anecdotal information. Careful attention is paid to pre-established guidelines to insure that the student population is ethnically balanced.

All students attending the TAG Magnet complete the Distinguished Achievement Program for graduation, as well as requirements unique to the magnet itself, such as the TAG TREK, Interdisciplinary Seminars producing the best AP program in Texas, and January interim-term mini-courses (TAG-IT).

The students of the TAG Magnet have historically performed well on standardized test measurements. One hundred percent of the students passed all of the reading, writing, and math tests on the TAAS. The average SAT score is V607 and M608. The annual graduation rate continues to be 100%.

The sixteen faculty members of the TAG Magnet consist of professional educators who are certified to teach the AP curriculum and the gifted student – the majority of these faculty members have advanced degrees with one doctorate.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Criterion-Referenced and Norm-Referenced Test Results for Dallas ISD's School for the Talented and Gifted

Texas Assessment of Academic Skills (TAAS)

The Texas Assessment of Academic Skills (TAAS) is a set of state-mandated tests, which include Reading and Mathematics. The TAAS tests are designed to measure student mastery of state-mandated standards. Tests results are reported by school for each student group designated by the state as well as for all students. Percent of students passing each test is the format used by the Texas Education Agency since the state accountability program's inception. Beginning in 2000, the percent of students' proficient is also included in the report format.

For the purposes of this report, "Basic" indicates the percent of student passing each exam. This is the minimum expectation established by the state. State results are reported in percent of students passing the tests statewide.

"Proficient" as it is used in this report indicates that not only did each student pass the test, but also that the student had a Texas Learning Index (TLI) of 85 or above. The TLI is a score that describes how far a student's performance is above or below the passing standard of 70. A TLI of 85 or above indicates superior performance on the test. There was no "proficient" category for the year 1999.

There is no equivalent of "Advanced" in the Texas Accountability System; "Proficient" indicates superior performance. "NA" to indicate "not applicable" is entered into the table where appropriate.

Students take exit-level tests each year in the 10th grade. Juniors and seniors are not assessed by either criterion-referenced or norm-referenced tests if they pass the exit-level TAAS test.

Stanford 9/Iowa Test of Basic Skills (ITBS)

For the years included in this report, a national norm-referenced test was administered to students in the 9th grade in accordance with Local Board policy. In the spring of 1999, the Iowa Test of Basic Skills (ITBS) in Reading and in Mathematics were administered and reported by each designated student group and by all students. In 2000, 2001, and 2002, the Stanford 9 tests in Reading and Mathematics were administered and reported by each designated student group and by all students. Both norm-referenced tests are designed to provide an objective assessment of student performance in relation to a national standard.

Results from the tests are reported as mean Normal Curve Equivalents (NCEs). An NCE is an equal-interval scaled score that is tied to a national percentile norms distribution. Because NCEs use a scale of 0 to 100, they are meaningful to educators who use the same scale for grading purposes. NCEs have a mean of 50 and a standard deviation of 21.06. An NCE of 50 could be interpreted as the national average, with scores above one standard deviation from the mean (71.06) in the top 15% of the national distribution. Scores above two standard deviations from the mean (92.12) would be in the top 2.5% of the national distribution.

1. (a., b., c.) See pages 14, 15, 16, and 17.

2. Improvement of School Performance: At the end of each school year, the principal submits to the district office the names of the five individuals on the campus who will serve as the Campus Instructional Leadership Team (CILT). At the beginning of the next school year, the district calls all of the principals to a leadership workshop at which all assessment data concerning the individual schools is presented. The district allows three days of CILT workshops so that the members of the team can understand the assessment data. One additional day is allowed for the CILT and the campus principal to interpret the assessment data and formulate a Campus Improvement Plan (CIP). The CIP covers all areas of the curriculum and the assessment data provided and thus allows the CILT to accurately gauge where improvement must occur. Please take note of the dramatic increases in the 9th grade Stanford 9 test scores over the four-year period shown on page 17 – especially in Math.

Improvement of Student Performance: The district provides "Individual Student Profiles " on each of the students enrolled on a particular campus. These profiles contain past test scores, confidential personal information, enrollment history, special data as regards Special Education or Bilingual/LEP status, etc. The principal and counselor access this data with their passwords, meet with the teachers of these students, and provide them with the information necessary for that teacher to ascertain the student's strengths and weaknesses. Confidential information on each child is shared at the Student Support Team (SST) meetings. The SST plans appropriate interventions and strategies based on the student's needs.

3. The School for the Talented and Gifted believes in the necessity of involvement by all stakeholders in the operation of the school. The group that advises the principal, the Site-Based Decision Making group (SBDM), is composed of students, faculty, parents, and community members. In fact, students serve as the officers of the SBDM. Our PTA is called the PTSA – Parent, Teacher, and Student Association. Student representatives serve on the executive board of the PTSA. The principal has an advisory group of community members with an expertise in TAG strategies. This group volunteers their time to assist the principal whenever it is needed.

The state of Texas provides each school an annual accounting in all areas – attendance, assessment, cost per pupil, etc. This is called the Public Education Information Management System (PEIMS). State law requires that an annual School Report Card be issued on each school in the state. State law requires also that this report card be reproduced and sent to every parent whose children attend the school and that a public meeting is held where the results can be discussed.

The PEIMS information is shared annually also with the TAG SBDM, PTSA, and Advisory group.

4. Vehicles are provided in three areas for schools to share their successes with each other:
    - State Level – The Texas Association of Gifted and Talented (TAGT) meets annually as a conference for all schools specializing in talented and gifted education to share their secrets for success at all grade levels.
    - District Level – The DISD is divided into eight areas with Area 5 being for all magnet schools. Area 5 schools meet on a monthly basis to get updates on their areas of specialization and to discuss ways to improve the educational process for all their students.
    - Vertical Team – Each area of specialty under the umbrella of Area 5 is aligned with schools of like nature so that grades Pre-K through 12 can have their curriculum coordinated. The talented and gifted specialty includes two schools with grades 4 through 6 programs, two schools with grades 7 and 8 programs, and the School for the Talented and Gifted with grades 9 through 12. Curriculum issues are discussed based on directives given by both the state and the district. These directives are affected by the information coming forth from the national experts on gifted and talented educational issues as they are implemented. The effect of these initiatives on the curriculum is discussed annually. Parent involvement in these issues is generated through the TAG Advocacy Group – comprised of parents and teachers representing the schools in the TAG Vertical Team.

PART V – CURRICULUM AND INSTRUCTION

1. The School for the Talented and Gifted requires the Advanced High School Program as described by the Texas Education Agency – this program is entitled the Distinguished Achievement Program (DAP), and it is the highest academic program allowed by the state. Our school then takes that program and makes it more demanding by including the Pre-AP and AP curriculum. I have compared the two below – both programs require 26 credits:

Area of Study	Required Credits for Distinguished Achievement	Required Credits for TAG Enhancement of DAP
English	4 credits required: English 1, English 2, English 3, English 4	4 credits required: English 1 Pre-AP, English 2 Pre-AP, English 3 AP. English 4 AP
Math	4 credits required: Must include Algebra 1, Algebra 2, and Geometry	4 credits required: Must include Algebra 2 Pre-AP, Geometry Pre-AP, Pre-Calculus Pre-AP, Calculus AB AP
Social Studies	3.5 credits required: World History, World Geography, American History, U.S. Government (one semester)	3.5 credits required: World History AP, Human Geography AP, American History AP, U.S. Government AP (one semester)
Economics	.5 credits required: Economics (Free Enterprise)	.5 credits required: Economics AP
Science	4 credits required: Must include Biology, Chemistry, and Physics	4 credits required: Biology Pre-AP, Chemistry AP, Physics B AP, and one more AP – in Biology, Chemistry, or Physics
Foreign Language	3 credits required of the same Foreign Language.	3 credits required of the same Foreign Language (but in the Pre-AP and AP curriculum)
Fine Arts	1 credit required	1 credit required:
Physical Education	1.5 credits required	1.5 credits required
Health	.5 credits required	.5 credits required
Speech	.5 credits required: Communications Applications	.5 credits required: Communications Applications
Technology Application	1 credit required: Computer Science 1	1 credit required: Computer Science 1 Pre-AP
Electives	2.5 credits required: Must be from State-approved courses in language arts, science, math, social studies, foreign language, fine arts, or technology applications	2.5 credits required: Must be from State-approved Pre-AP and AP courses in language arts, science, math, social studies, foreign language, fine arts, or technology applications

2. English language curriculum: A typical TAG student takes English 1 Pre-AP as a freshman, English 2 Pre-AP as a sophomore, English 3 AP as a junior, and English 4 AP as a senior. In addition, students are required to take a semester of Communication Applications (Speech) as a freshman and Independent Study English as a senior. The Texas Education Agency has made it mandatory that all TAG students in the state must submit an "Exit-Level Project" during their senior year – this project requires finding a mentor in the community, researching and developing the project, and submitting the finished project to a set of judges at the state level. The projects are graded on a "1" to "5" scale, with "5" being the highest. The student must score a "3" or higher to graduate with a "TAG" endorsement on the diploma. Our Independent Study English course is this exit-level project. In addition to the required courses, students have choices of the following electives: Debate and Humanities (World Studies/Philosophy).
   Since there is a selection process used to gain admission to the TAG Magnet; and, since one of the definitions of a TAG student is a national-norm reading score of "80" or higher, we don't have students who read below grade level. However, since we do require an AP course (AP Human Geography) of our freshman, we do have students who do not read well enough to tackle a college-level course in their first year of high school. These students are referred to the Student Support Team (SST) for review. This leads to a parent-teacher-student conference attended by both the counselor and the principal. Parent, student, and teacher agree to work together as they check on progress achieved through tutoring hours before and after school. In some cases, additional projects are assigned to improve reading skills.

3. Math Curriculum: Since the other required measure in the Texas definition of a TAG student is a national-norm math score of "80" or higher, I have chosen to share our math curriculum with you. Preparation for, and acceptance to, college with scholarship and/or grant money is our mission and high achievement in both English and Math are necessary to the accomplishment of that mission. A typical TAG student comes to our school having taken Algebra 1 in the 8^{th} grade – so they begin with Geometry Pre-AP. They would take Algebra 2 Pre-AP as sophomores, Pre-Calculus Pre-AP and Statistics as juniors, and Calculus AB AP as seniors. Students who come to us without Algebra 1 will take both Algebra 1 and Geometry Pre-AP as freshman and then follow the track mentioned above for their sophomore through senior years. If a student who has had both Algebra 1 and Geometry in their 7^{th} and 8^{th} grade years respectively comes to us, we begin their math curriculum with Algebra 2 Pre-AP as freshmen, Pre-Calculus Pre-AP as sophomores, Calculus AB AP and Statistics as juniors, and Calculus BC AP as seniors. We do have one math elective available for those advanced math students – Independent Study in Math. This course takes the students through Number Theory and Linear Algebra, as well as other topics they will encounter at the university level.

NOTE – I think it is important to note that all of our curriculums are interwoven through the use of "Interdisciplinary Seminars" for each grade level as well as for the entire school. These will be explained in the next question

4. The School for the Talented and Gifted can show dedication to the improvement of student learning through the description of two different facets of our instructional methods:
    - Measures – The Texas Education Agency (TEA) requires 4 advanced measures in addition to the Distinguished Achievement Plan's required 26 credits. These measures must be accomplished within the student's four-year high school program. The TAG Magnet has chosen two of the four measures to be part of their curriculum – original research/project which must be judged through an external review process (the "exit-level project" described earlier) and test data accumulated through a score of "3" or higher on at least two different AP tests and/or a score on the PSAT which qualifies the students to be named a "Commended Student" or higher.
    - Interdisciplinary Seminars – One of the major TAG strategies endorsed by the experts is the use of interdisciplinary learning – that the entire curriculum is connected. If you can show the relationship of particular subject area in math, science, social studies, English, fine arts, etc., the learning will be accomplished at a quicker pace and with more comprehension and retention. Each of our grade levels has an interdisciplinary connection throughout the curriculum – the 9th grade is called the "Foundations Seminar"; the 10th grade is the "Explorations Seminar"; the 11th grade is the "Connections Seminar"; and the 12th grade is the "Horizons Seminar". We also do "all-school" seminars – the most comprehensive being the TAG TREK. In the fall semester, the faculty chooses a theme and a curriculum is created. All TAG faculty and students go to a location away from campus and study that curricular theme for three days – projects are created and graded at the end of the TREK. This past year the theme was in social studies – "Globalopoly". The students divided into 12 groups and, using English, math, science, social studies, computer, and fine arts curricula, developed 12 fictional countries and all of the related economics, demographics, and geographical characteristics.

5. Staff development requirements for faculty and staff are dictated by state law and by district policy. The state requires so many hours of professional development (150 clock hours for classroom teachers every five years to keep their certification and 200 clock hours for principals and counselors every five years to keep their certifications), but leaves it up to the districts to decide the content. The state requires also that all principals must be assessed once every five years. The state requires 30 clock hours of TAG training for all TAG teachers, counselors, and principals as well as 6 hours of updated TAG training every year. The Dallas Independent School District (DISD) requires 21 hours for all faculty and support staff – 14 hours in their curricular field and 7 hours in a field of particular need (this year the need was Inclusion strategies for Special Education students). School Administrators and Counselors are called to many staff development sessions and trainings depending on the needs of the district – this year the principal and the counselor have each accumulated over 100 hours to date. However, in addition to these requirements, the principal attends the annual three-day conference for the Texas Association of Gifted and Talented, the counselor attends conferences on the "Nature and Needs" of gifted students, and the teachers attend the 5-day AP summer sessions in the curricular fields they teach.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

READING:

Grade: 10 Test: Texas Assessment of Academic Skills

Edition/publication year: annually Publisher: Harcourt Educational Measurement for the Texas Education Agency

What groups were excluded from testing? None. Why, and how were they assessed? N/A
Number excluded: 0 . Percent excluded: 0%

Grade: 9 Test: Stanford 9

Edition/publication year: 9th Edition Publisher: Harcourt Educational Measurement

or

Grade: 9 Test: Iowa Test of Basic Skills

Edition/publication year: Forms K and L, 1993 Publisher: Riverside Publishing

What groups were excluded from testing? None. Why, and how were they assessed? N/A
Number excluded: 0 . Percent excluded: 0%

MATHEMATICS:

Grade: 10 Test: Texas Assessment of Academic Skills

Edition/publication year: annually Publisher: Harcourt Educational Measurement for the Texas Education Agency

What groups were excluded from testing? None. Why, and how were they assessed? N/A
Number excluded: 0 . Percent excluded: 0%

Grade: 9 Test: Stanford 9

Edition/publication year: 9th Edition Publisher: Harcourt Educational Measurement

or

Grade: 9 Test: Iowa Test of Basic Skills

Edition/publication year: Forms K and L, 1993 Publisher: Riverside Publishing

What groups were excluded from testing? None. Why, and how were they assessed? N/A
Number excluded: 0 . Percent excluded: 0%

Texas Assessment for Academic Skills (TAAS) for Grade 10: Reading

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	February	February	February	February
SCHOOL SCORES				
TOTAL	41	40	55	38
At or Above Basic	100	100	100	100
At or Above Proficient	100	100	98	na
At Advanced	na	na	na	na
Number of students tested	41	40	55	38
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. White				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	100%	na
At Advanced	na	na	na	na
2. African American				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	92.90%	na
At Advanced	na	na	na	na
3. Hispanic				
At or Above Basic	100%	100%	100%	
At or Above Proficient	100%	100%	100%	
At Advanced	na	na	na	na
4. Economically Disadvantaged				
At or Above Basic	100%	100%	100%	
At or Above Proficient	100%	100%	100%	
At Advanced	na	na	na	na
5. All Students				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	98.20%	na
At Advanced	na	na	na	na
STATE SCORES				
TOTAL				
At or Above Basic	91.30%	88.90%	87.40%	86.50%
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

Texas Assessment of Academic Skills (TAAS) for Grade 10: Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	February	February	February	February
SCHOOL SCORES				
TOTAL	41	40	55	38
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	97.60%	100%	94.50%	
At Advanced	na	na	na	
Number of students tested	41	40	55	38
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. White				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	100%	100%	100%	na
At Advanced	na	na	na	na
2. African American				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	91.70%	100%	85.7	na
At Advanced	na	na	na	na
3. Hispanic				
At or Above Basic	100%	100%	100%	na
At or Above Proficient	100%	100%	93.80%	na
At Advanced	na	na	na	na
4. Economically Disadvantaged				
At or Above Basic	100%	100%	100%	na
At or Above Proficient	100%	100%	85.70%	na
At Advanced	na	na	na	na
5. All Students				
At or Above Basic	100%	100%	100%	100%
At or Above Proficient	97.60%	100%	94.50%	na
At Advanced	na	na	na	na
STATE SCORES				
TOTAL				
At or Above Basic	92.70%	90.20%	87.40%	85.70%
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

Stanford 9/ITBS Norm-Referenced Results for Grade 9: Reading Comprehension

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES				
Total Scores	40	40	41	55
Number of students tested	40	40	41	55
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES (mean NCE)				
1. White	85.5	84.6	83.1	83.8
2. African American	77.1	65.1	68.3	66.3
3. Hispanic	83.7	71.4	74.3	61.9
4. Economically Disadvantaged	80.5	66.6	74.5	58.4
5. All Students	81.6	73.4	75.6	72.5

Stanford 9/ITBS Norm-Referenced Test Results for Grade 9: Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES				
Total Scores	40	40	41	55
Number of students tested	40	40	41	55
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES (mean NCE)				
1. White	98	90.6	93.4	78
2. African American	82.5	81.2	75.2	67.6
3. Hispanic	95.2	80.7	78.5	66.6
4. Economically Disadvantaged	92.5	80.2	79.1	71.4
5. All Students	92.3	84	82.3	72.4