

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

Type of School: \_\_\_ Elementary  Middle \_\_\_ High \_\_\_ K-12 \_\_\_ Charter

Name of Principal Ms. Susan K. Brooks

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

Official School Name Lockhart Junior High

(As it should appear in the official records)

School Mailing Address 500 City Line Road

(If address is P.O. Box, also include street address.)

Lockhart

City

Texas

State

78644-0120

Zip Code+4

County Caldwell

State School Code Number 028902

Telephone (512) 398-0770

Fax (512) 398-0772

Web site [http://www.lockhartisd.org/~jrhigh/lisd\\_jrhigh.html](http://www.lockhartisd.org/~jrhigh/lisd_jrhigh.html)

E-mail [susan.brooks@lockhart.txed.net](mailto:susan.brooks@lockhart.txed.net)

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.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent Dr. John Hall

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lockhart

Tel. (512) 398-0000

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.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Flores

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
Date

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

## **PART I - ELIGIBILITY CERTIFICATION**

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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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district:     4 Elementary schools  
   0 Middle schools  
   1 Junior high schools  
   1 High schools  
   3 Other
- 9 TOTAL
2. District Per Pupil Expenditure:       \$7,542  
     Average State Per Pupil Expenditure: \$7,229

### SCHOOL

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. 7 Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ 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   |            |              |             | 7     | 174        | 176          | 350         |
| K  |            |              |             | 8     | 171        | 168          | 339         |
| 1  |            |              |             | 9     |            |              |             |
| 2  |            |              |             | 10    |            |              |             |
| 3  |            |              |             | 11    |            |              |             |
| 4  |            |              |             | 12    |            |              |             |
| 5  |            |              |             | Other |            |              |             |
| 6  | 154        | 145          | 299         |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>988</b>  |

6. Racial/ethnic composition of the school:
- 36 % White
  - 7 % Black or African American
  - 56 % Hispanic or Latino
  - .4 % Asian/Pacific Islander
  - .3 % American Indian/Alaskan Native
  - 100 % Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 18 %

|     |   |      |
|-----|---|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year   | 80   |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 108  |
| (3) | Total of all transferred students   | 188  |
| (4) | Total number of students in the school as of October 1  | 1034 |
| (5) | Total transferred students in row (3) divided by total students in row (4)                          | .181 |
| (6) | Amount in row (5) multiplied by 100   | 18   |

8. Limited English Proficient students in the school: 4 %  
37 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish
9. Students eligible for free/reduced-priced meals: 54 %  
 Total number students who qualify: 551

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 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:  $\frac{14}{143}$  %  
143 Total Number of Students Served

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>2</u> Autism                 | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness               | <u>31</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness         | <u>74</u> Specific Learning Disability         |
| <u>16</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment     | <u>1</u> Traumatic Brain Injury                |
| <u>10</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities  |  |

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

|                                       | <b>Number of Staff</b>  |                         |
|---------------------------------------|-------------------------|-------------------------|
|                                       | <b><u>Full-time</u></b> | <b><u>Part-Time</u></b> |
| Administrator(s)                      | <u>4</u>                | <u>0</u>                |
| Classroom teachers                    | <u>48</u>               | <u>1</u>                |
| Special resource teachers/specialists | <u>13</u>               | <u>0</u>                |
| Paraprofessionals                     | <u>18</u>               | <u>0</u>                |
| Support staff                         | <u>4</u>                | <u>0</u>                |
| Total number                          | <u>87</u>               | <u>1</u>                |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. 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 rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

|                                     | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 96%       | 96%       | 96%       | 95%       | 95%       |
| Daily teacher attendance*           | 85%       | 86%       | 87%       | 90%       | N/A%      |
| Teacher turnover rate               | 29%       | 17%       | 29%       | 24%       | 28%       |
| Student dropout rate (middle/high)  | 0%        | 0%        | 0%        | 0%        | 0%        |
| Student drop-off rate (high school) | N/A %     |

\*Our campus has committed to staff development training days at our campus during regular school hours. Our department's core curriculum teachers train and plan together on these training days. Eight to twelve teachers train and they are counted absent in the percentages. Other areas such as Texas University Interscholastic League or other school related activities, civic duties, and personal and extended leave contribute to the low teacher attendance percentage rate. Our staff consists of a large number of young adults who are starting families. We average at least two to three pregnancy related extended absences per year. We have not lost ground in our improvement efforts because we hand pick our teacher substitutes who have been trained by their teacher counterparts.

## **PART III – SUMMARY**

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Lockhart Junior High School opened its doors as a new campus in the 2000 school year. Our district motto, “Learning for All, Whatever it Takes” is exactly what we decided to do. We began to build a staff of highly trained and motivated individuals who understand that student safety and academic success are the primary mission of this campus. Every student in our district must pass through our doors on the way to the graduation stage. We have three years to impact their lives in a way that will ensure they can continue on to the path to graduation. Every staff member knows that every student deserves to reach their full potential, so we built this school with features that promote learning for this age group; and do not hinder it. We have no lockers, and we do not allow backpacks. We provide everything in the classroom that the students need to master the instructional objectives. Our dress code is conservative, and our rules are strict. Adults are in charge of running the campus. Be Proud of Who You Are! Set Your Goals! Only You Can Stop Your Dream From Coming True!

The campus has a database on the academic success of each of our students, whether it be course scores or state assessments. Our teachers who teach math, reading, social studies, language arts, and science use this data to make sure each student is learning the state required curriculum at a high rate. This ensures that students will be able to pass the state required tests. No one gets left behind when it comes to student achievement. Our teachers meet as a group by subject area almost daily to track the success of all students. If a student is struggling, we put rescue classes in place, or make sure our students attend tutorials which we provide before and after school. Over the past six years we have become better and better at making sure every student has the knowledge to master, at a high rate, the skills necessary to meet graduation standards. If it becomes necessary, we will do this one student at a time.

We have grade level principals and grade level counselors that stay with our students for the entire three years they are at our campus. Our counselors meet with each individual eighth grade student and their parents to outline their high school graduation plan. We also have a social worker who is employed full time at our campus to help meet the needs of many of our over 1/3 population of at-risk students. However, most importantly, we expect our students to “Stand and Deliver” everyday.

We believe that “It Takes a Village” and that the 1,000 students who attend this school are well cared for and they know it. They are proud of it, so they give their best effort, and that is exactly what we ask of them. Our motto changed last year to 100% Success, Every Child, Every Time.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results**

The Lockhart Junior High participates in the state assessment process, The Texas Assessment of Knowledge and Skills (TAKS). The assessment is based upon the state standards, the Texas Essential

Knowledge and Skills (TEKS). The performance on the TAKS is based upon the number of correct answers on the test. The raw score (number of correct answers) is used to derive a scale score upon which the designation of meets standards is based. Students must have a scale score of 2100 to meet the standard while a score of 2400 is designated as commended performance. The school uses the percentage of students meeting the standard and the percentage of students achieving commended performance to gauge progress and to determine instructional processes to help students succeed.

### **Assessment Results for Reading**

The Lockhart Junior High has shown steady and consistent improvement in the number of students meeting the standard and also in achieving commended performance. Scores tracked over the past four years of testing show significant gains in the percentage meeting the standard and commended performance. Students in five categories were compared. All students tested showed a gain of 21 percentage points in meeting the state standards and a 19 percentage gain in commended performance. The African American students had a 27 point gain in meeting the standard and a 21 point gain in commended performance. Hispanic students had a 26 point gain in meeting the standard and gained 16 points in the commended performance area. White students gained 13 points in meeting the standard and 8 points in the commended performance area. Students from low socioeconomic families gained 26 percentage points in meeting the standard and 10 points in achieving commended performance. Student Category Performance gaps between comparison groups were significantly larger with a spread up to 25 points (White and African American) in 2003 than in 2006 when the spread was 9 points (White and African American and Economic Disadvantaged). Disparities among subgroups are usually caused by misalignment of curriculum and instruction. The closing of these gaps by 16 points indicates significant progress in this area.

### **Assessment Results for Math**

The Lockhart Junior High has shown a greater improvement in mathematics than in reading, and the trend of improvement and the closing of performance gaps between subgroups is similar to that of reading. All students combined had a gain of 31 percentage points in meeting the state standard and an 11 point gain in commended performance. African American students gained 32 points in meeting the standard and 10 points in the commended performance area while Hispanic students increased by 40 percentage points in meeting the standard and 11 points in commended performance. White students gained 22 points in meeting the standard and 24 points commended performance. The students from economic disadvantaged homes increased their scores by 29 percentage points in meeting the state standards and 10 points in the commended performance area. The 2003 performance gaps were 26 points (White and Hispanic and African American) while they were a maximum of 16 points (White and African American) in 2006. Aligning curriculum and changing teaching strategies to meet student's learning styles as well as teaching for mastery will continue to close the performance gaps.

According to the 2005-2006 Academic Excellence Indicator System all population groups consistently outscored the state average for all students. The data provided above along with explanations of the assessment process can be found at the Texas Education Agency web site [www.tea.texas.us](http://www.tea.texas.us). Further information as to the methods and procedures used to produce the results listed above can be found in the Keys Document at [www.lockhartisd.org/admin/KEYS.pdf](http://www.lockhartisd.org/admin/KEYS.pdf) and as discussed in Part V on page 10 of 16 under instructional methods and professional development.

## **2. Using Assessment Results**

Each year the Texas Education Agency issues several assessment documents/reports for all public school districts/campuses in the state of Texas. These reports include student scores on the state required criterion tests that are given each year. Our campus plans for the next year are based on this data. Because the data is broken down in subgroups for all children, it is easy to measure the progress and

success of our students. Since the tests are tied directly to the required state curriculum, our staff knows exactly how well our students are learning and mastering the material. These reports are detailed as to course objectives, and they are provided for each individual student. Our staff, by department or teacher, develops a plan for each student who is not mastering the state assessments and makes sure that the student receives instruction in the curriculum objectives that they are failing to meet. Planned diagnostics over the curriculum are put in place for each subject tested during the school year to make sure that students are mastering the curriculum that will be tested. Teachers adjust their instruction based on how well the students do as a group and provide for rescue when individual students fail to meet standards on diagnostic tests. Our campus is completely data/results driven. Every year we base our instruction methods and our staff development on how well our students score on the state assessments.

### **3. Communicating Assessment Results**

Our campus uses as many means and ways possible to communicate all assessment results. We send home progress reports to parents every three weeks concerning students' academic mastery of courses and course objectives. We also hold public meetings to explain the overall progress of our campus and send home once a year a "Campus Report Card" that is prepared by Texas Education Agency. This report card lists how we are doing in academics as well as per student cost to taxpayers, staffing, attendance, and budget spending.

Every student is assigned an "advisory" or "homeroom" teacher to explain grades and reports. We publish "honor roll" and "academic contest" results in our local newspapers and on our campus and district websites. Parents have web access to their student's grades at all times, and state assessments and state "Campus Ratings" are posted on the district web site and published in local newspapers. Our campus received the Texas Education Agency "Recognized" status for both 2004 and 2006 and is posted on our electric bulletin board outside our school building along with the school's Blue Ribbon nomination. Grade level Principals meet every three weeks with students who are experiencing difficulties in mastering course work. Our teachers call and talk to the parents of every student they teach.

### **4. Sharing Success**

Our campus conducts staff development sessions for campuses that ask for our help with student academic success. The staff also takes time out during their summer break to travel to other school districts and present information on how we plan for the success of our students. In addition, we meet with staff of our feeder schools and with staff of our high school to share our successful practices; especially in the area of data and classroom instruction models. Our administrative staff share our successful practices with fellow administrators in school districts all over Texas. We believe our school has practices that both work and promote student academic success, and like to share our "100 percent success-every student, every time" motto with everyone.

Furthermore, Lockhart Junior High plans to share its success by presenting at the 46<sup>th</sup> Annual TASB/TASA Convention sponsored by the Texas School Board Association and Texas Association of School Administrators; 16<sup>th</sup> Annual Celebrating Educational Opportunities for Hispanic Students sponsored by the New Mexico, Texas, Arizona, and California School Board Associations; TASB Summer Conference in San Antonio, Texas; and various local civic organizations such as Kiwanis throughout the year. We will develop a committee of teachers and put an invitation for information and visits on our website. The committee will share the information with others districts as well.

# **PART V – CURRICULUM AND INSTRUCTION**

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## **1. Curriculum**

Our campus offers as the core curriculum all state required courses as the primary element of instruction and choices for challenging curriculum with high expectation beyond grade level requirements. Sixth, seventh, and eighth graders take English Language Arts with a reading component included. We also offer Rescue Reading for dyslexia students taught by a reading teacher trained in the latest dyslexia research. Our other courses include English as a Second Language (required, non English speakers), Science (Earth Science, Life Science, Integrated Physics and Chemistry), Social Studies (American History, World History, and Texas History), Math (grade level math, pre Algebra, Algebra I), Health, Crafts, Conversational Spanish and Spanish I (6,7,8, taught all year in 7/8), Art (drawing, computer, video, sculpture, mosaic, all paints, concrete), Career Investigations (computer lab simulations), Health Technology Career, Music (Choral/Band), Life Skills, Technology Skills (Keyboarding, Windows, Internet, Web Design), Dance, Theatre Arts (6,7,8), Competitive Athletics (7/8 Tennis, Golf, Basketball, Football, Volleyball, Soccer, Cross Country Running and Track), Intramurals (6,7,8), and, Physical Education for all students on a daily basis. Our students are also provided study halls and daily tutorials if they feel they do not have a place to study at home, or they are unable to finish class work during the school day. We also provide rescue classes during the academic day for students who have been unsuccessful on core curriculum, state tested courses or diagnostic/benchmark assessments. Our school operates on a seven period day with fifty-five minute classes for all courses. We also offer a zero hour class for students who are taking high school credit classes. This class meets daily at 7:00 a.m. Our regular school day begins at 7:30 a.m. and ends at 3:00 p.m. Our eighth grade students may also self-elect to take six high school credit courses. We offer high school credit in Algebra I, Health, Integrated Physics and Chemistry, Spanish I, Health Science Technology, and Dance. These classes are taught by highly qualified high school teachers during the regular school day. High school health is also taught at the zero hour. All core and enrichment curriculum is based on the Texas Essential Knowledge and Skills.

## **2. English**

Our English language curriculum in grades 6, 7, and 8 includes instruction in reading, grammar, and writing based upon Texas Essential Knowledge and Skills. Prose and poetry are explored through the work of British, American, Asian, and various European authors. Reading is taught through the works of shorts stories, novels, prose, and poetry. Students are encouraged and required to write descriptive, narrative, and persuasive essays. Creative writing is encouraged, and students take part in academic contests during the year. Sentence structure, correct grammar, and expanded vocabulary are emphasized. All students who read below grade level are given extra instruction in reading skills and work in small groups or “one on one” with our reading specialist. Small group instruction is also given to special education students who read below grade level. English As a Second Language students receive extensive help in reading. Special tutorial classes, as well as ESL Language Arts classes, emphasize reading skills for those students who are learning English or come from homes where another language is the main language spoken in the home (with our students, it is almost always Spanish). Volunteers and parents also come to our campus to listen to our students read. Many of our teachers make use of DEAR (“Drop Everything And Read”) time when needed. We believe that more emphasis should be placed on vocabulary if students are going to become successful at the secondary level.

### **3. Additional Curriculum Area**

Our campus emphasizes the use of technology. Our goal is for our students to exit our campus to begin their high school years with excellent computer skills. We provide keyboarding classes, instruction in Microsoft Word, PowerPoint, and Excel, computer graphics, video streaming, internet navigation, and digital storytelling. All core courses are required to use computer lab time for instruction in the various core classes. Students are required to use computers to schedule classes, check out library books, check out textbooks, buy their lunches, and obtain I.D. badges. Many of our students also learn to build web pages, and learn to critically evaluate websites. Our career curriculum consists of a required one semester course which is taught in a computer lab dedicated to the use of technology in the work world. In this lab, students learn about the thousands of jobs available through career “clusters” and have the opportunity to experience job simulations through the use of their assigned computer. Opportunities range from flight simulation to jobs in radio/television/motion pictures, design engineering, plumbing, retail merchant, and security. Our students have the opportunity to work with and study thirteen career clusters. It is our belief that all students must be proficient in the use of computers and information technology if they are to be successful in the world of work.

### **4. Instructional Methods**

Our campus uses an instructional model that we feel meets the needs of all our students. Lesson plans are stated and include all learning modalities. All instruction includes an anticipatory set, stated objective (“best shot instruction” - the way most students understand the material the first time it is presented), checking for understanding (the teacher provides Q & A time), guided practice (the teacher assigns practice work over the instruction and moves about the classroom to provide help and reteach to students who are failing to master the assignment), independent practice (the teacher assigns work that students must complete without help), and closure (the teacher restates the objective for the day, and the students respond). All students are expected to “stand and deliver everyday”. All students know they will be asked at least one question over the lesson each day. Teachers must use random questioning techniques. Students must be challenged to prove they have learned the material. Teachers use effective teaching practices that are researched based. The past two years our staff has been training on the latest proven questioning techniques.

### **5. Professional Development**

Several years ago our campus decided to focus on staff development tied directly to teaching practices that our district had embraced in the district’s best teaching practices manual (KEYS). We found that our teaching staff and administrators had the talent to direct our own staff development in almost all areas. In a few cases we seek the help of our region service center professional staff. We also provide time for staff development during the summer months, special sessions ten days before school begins, each year and during the school day on our campus. All staff have a training room that allows them to be on campus and near all materials that may be needed for the training. The staff does not have to travel except for certain specific training because all staff development is based on our campus improvement plan and test scores for the previous year. We also have a technology specialist assigned to our campus to train staff in the latest programs/practices/advancements in technology. The campus principal provides staff development in mission/vision/and grading for mastery, and our district’s best teaching practices manual. This manual was developed by district administrators and campus principals. The principal on our campus is responsible for assigning and scheduling staff development. We believe that our way of doing staff development has had a positive impact on the success of our students. We do not engage in the practice of buying “canned programs” for staff development and student success. We are committed to using practices that work for students as individual learners. We do not fit our students into programs; we make individual plans for student

# PART VII - ASSESSMENT RESULTS

## Grade 6 Reading

Subject Reading

Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-2003, 2003-2004, 2004-2005, 2005-2006

Publisher Texas Education Agency

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|
| Testing month   | April     | April     | April     | April     |
| <b>SCHOOL SCORES Grade 6</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 95        | 85        | 85        | 86        |
| % Commended Performance   | 35        | 37        | 31        | 23        |
| Number of students tested   | 300       | 285       | 281       | 285       |
| Percent of total students tested  | 89        | 84        | 89        | 89        |
| Number of students alternatively tested   | 37        | 55        | 36        | 36        |
| Percent of students alternatively tested  | 11        | 16        | 11        | 11        |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |
| <b>African American</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 95        | 83        | 72        | 76        |
| % Commended Performance   | 32        | 39        | 11        | 14        |
| Number of students tested   | 19        | 23        | 18        | 21        |
| <b>Hispanic</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 93        | 81        | 82        | 81        |
| % Commended Performance   | 28        | 30        | 28        | 12        |
| Number of students tested   | 157       | 149       | 141       | 154       |
| <b>White</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 98        | 89        | 90        | 94        |
| % Commended Performance   | 45        | 47        | 38        | 42        |
| Number of students tested   | 121       | 111       | 120       | 106       |
| <b>Economic Disadvantaged</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 92        | 79        | 79        | 77        |
| % Commended Performance   | 26        | 27        | 21        | 13        |
| Number of students tested   | 170       | 149       | 126       | 144       |
| Note: Scores for 2004-2005 reflect passing percentages based on the panel recommendation. 2003 scores reflect a lower standard for passing. |           |           |           |           |

## Grade 7 Reading

Subject Reading                      Grade 7

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-2003, 2003-2004, 2004-2005, 2005-2006

Publisher Texas Education Agency

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|
| Testing month                             | April     | April     | April     | April     |
| <b>SCHOOL SCORES Grade 7</b>              |           |           |           |           |
| % Met standard plus Commended Performance | 81        | 91        | 77        | 84        |
| % Commended Performance                   | 23        | 25        | 21        | 11        |
| Number of students tested                 | 301       | 286       | 290       | 297       |
| Percent of total students tested          | 88        | 88        | 88        | 88        |
| Number of students alternatively tested   | 43        | 39        | 40        | 31        |
| Percent of students alternatively tested  | 12        | 12        | 12        | 12        |
| <b>SUBGROUP SCORES</b>                    |           |           |           |           |
| <b>African American</b>                   |           |           |           |           |
| % Met standard plus Commended Performance | 74        | 83        | 67        | 91        |
| % Commended Performance                   | 26        | 11        | 19        | 23        |
| Number of students tested                 | 23        | 18        | 21        | 23        |
| <b>Hispanic</b>                           |           |           |           |           |
| % Met standard plus Commended Performance | 75        | 90        | 69        | 81        |
| % Commended Performance                   | 18        | 18        | 12        | 8         |
| Number of students tested                 | 162       | 147       | 154       | 151       |
| <b>White</b>                              |           |           |           |           |
| % Met standard plus Commended Performance | 91        | 92        | 90        | 84        |
| % Commended Performance                   | 29        | 37        | 35        | 16        |
| Number of students tested                 | 115       | 119       | 112       | 119       |
| <b>Economic Disadvantaged</b>             |           |           |           |           |
| % Met standard plus Commended Performance | 70        | 87        | 68        | 76        |
| % Commended Performance                   | 15        | 22        | 12        | 10        |
| Number of students tested                 | 162       | 134       | 139       | 136       |

Note: Scores for 2004-2005 reflect passing percentages based on the panel recommendation. 2003 scores reflect a lower standard for passing.

## Grade 8 Reading

Subject Reading                      Grade 8

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-2003, 2003-2004, 2004-2005, 2005-2006

Publisher Texas Education Agency

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|
| Testing month                             | April     | April     | April     | April     |
| <b>SCHOOL SCORES Grade 8</b>              |           |           |           |           |
| % Met standard plus Commended Performance | 93        | 91        | 84        | 84        |
| % Commended Performance                   | 46        | 44        | 17        | 22        |
| Number of students tested                 | 282       | 299       | 285       | 312       |
| Percent of total students tested          | 90        | 87        | 87        | 94        |
| Number of students alternatively tested   | 32        | 43        | 43        | 19        |
| Percent of students alternatively tested  | 10        | 13        | 13        | 6         |
| <b>SUBGROUP SCORES</b>                    |           |           |           |           |
| <b>African American</b>                   |           |           |           |           |
| % Met standard plus Commended Performance | 78        | 81        | 81        | 67        |
| % Commended Performance                   | 22        | 43        | 19        | 7         |
| Number of students tested                 | 23        | 21        | 21        | 27        |
| <b>Hispanic</b>                           |           |           |           |           |
| % Met standard plus Commended Performance | 92        | 87        | 78        | 76        |
| % Commended Performance                   | 37        | 32        | 10        | 14        |
| Number of students tested                 | 139       | 160       | 148       | 133       |
| <b>White</b>                              |           |           |           |           |
| % Met standard plus Commended Performance | 96        | 98        | 92        | 93        |
| % Commended Performance                   | 59        | 61        | 26        | 33        |
| Number of students tested                 | 118       | 116       | 113       | 150       |
| <b>Economic Disadvantaged</b>             |           |           |           |           |
| % Met standard plus Commended Performance | 88        | 87        | 76        | 78        |
| % Commended Performance                   | 32        | 31        | 12        | 17        |
| Number of students tested                 | 108       | 135       | 119       | 144       |

Note: Scores for 2004-2005 reflect passing percentages based on the panel recommendation. 2003 scores reflect a lower standard for passing.

## Grade 6 Mathematics

Subject Math

Grade 6

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-2003, 2003-2004, 2004-2005, 2005-2006

Publisher Texas Education Agency

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|
| Testing month   | April     | April     | April     | April     |
| <b>SCHOOL SCORES Grade 6</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 94        | 79        | 86        | 83        |
| % Commended Performance   | 34        | 31        | 35        | 20        |
| Number of students tested   | 300       | 292       | 285       | 287       |
| Percent of total students tested  | 90        | 86        | 90        | 85        |
| Number of students alternatively tested   | 35        | 47        | 31        | 52        |
| Percent of students alternatively tested  | 10        | 14        | 10        | 15        |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |
| <b>African American</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 84        | 79        | 79        | 77        |
| % Commended Performance   | 21        | 33        | 16        | 9         |
| Number of students tested   | 19        | 24        | 19        | 22        |
| <b>Hispanic</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 91        | 74        | 83        | 76        |
| % Commended Performance   | 26        | 26        | 28        | 10        |
| Number of students tested   | 159       | 152       | 144       | 155       |
| <b>White</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 98        | 86        | 90        | 93        |
| % Commended Performance   | 47        | 37        | 47        | 35        |
| Number of students tested   | 119       | 114       | 120       | 105       |
| <b>Economic Disadvantaged</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 94        | 76        | 77        | 73        |
| % Commended Performance   | 24        | 24        | 24        | 7         |
| Number of students tested   | 170       | 153       | 127       | 144       |
| Note: Scores for 2004-2005 reflect passing percentages based on the panel recommendation. 2003 scores reflect a lower standard for passing. |           |           |           |           |

## Grade 7 Mathematics

Subject Math

Grade 7

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-2003, 2003-2004, 2004-2005, 2005-2006

Publisher Texas Education Agency

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|
| Testing month   | April     | April     | April     | April     |
| <b>SCHOOL SCORES Grade 7</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 84        | 81        | 78        | 79        |
| % Commended Performance   | 15        | 21        | 12        | 7         |
| Number of students tested   | 303       | 291       | 289       | 266       |
| Percent of total students tested  | 87        | 90        | 88        | 91        |
| Number of students alternatively tested   | 44        | 33        | 41        | 26        |
| Percent of students alternatively tested  | 13        | 10        | 12        | 9         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |
| <b>African American</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 75        | 65        | 74        | 71        |
| % Commended Performance   | 0         | 18        | 16        | 21        |
| Number of students tested   | 24        | 17        | 19        | 21        |
| <b>Hispanic</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 81        | 81        | 71        | 74        |
| % Commended Performance   | 12        | 17        | 5         | 4         |
| Number of students tested   | 164       | 149       | 155       | 151       |
| <b>White</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 89        | 83        | 87        | 88        |
| % Commended Performance   | 24        | 25        | 22        | 18        |
| Number of students tested   | 114       | 123       | 112       | 120       |
| <b>Economic Disadvantaged</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 78        | 75        | 67        | 71        |
| % Commended Performance   | 8         | 15        | 3         | 4         |
| Number of students tested   | 166       | 135       | 138       | 135       |
| Note: Scores for 2004-2005 reflect passing percentages based on the panel recommendation. 2003 scores reflect a lower standard for passing. |           |           |           |           |

## Grade 8 Mathematics

Subject Math

Grade 8

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2002-2003, 2003-2004, 2004-2005, 2005-2006

Publisher Texas Education Agency

|   | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|-----------|
| Testing month   | April     | April     | April     | April     |
| <b>SCHOOL SCORES Grade 8</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 93        | 81        | 58        | 72        |
| % Commended Performance   | 33        | 21        | 12        | 10        |
| Number of students tested   | 285       | 292       | 291       | 313       |
| Percent of total students tested  | 90        | 89        | 88        | 95        |
| Number of students alternatively tested   | 31        | 36        | 38        | 15        |
| Percent of students alternatively tested  | 10        | 11        | 12        | 5         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |
| <b>African American</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 76        | 65        | 52        | 56        |
| % Commended Performance   | 29        | 18        | 10        | 0         |
| Number of students tested   | 21        | 21        | 21        | 27        |
| <b>Hispanic</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 92        | 81        | 49        | 60        |
| % Commended Performance   | 29        | 17        | 8         | 2         |
| Number of students tested   | 143       | 148       | 151       | 133       |
| <b>White</b>  |           |           |           |           |
| % Met standard plus Commended Performance   | 96        | 83        | 70        | 85        |
| % Commended Performance   | 38        | 25        | 17        | 19        |
| Number of students tested   | 119       | 123       | 116       | 151       |
| <b>Economic Disadvantaged</b>   |           |           |           |           |
| % Met standard plus Commended Performance   | 88        | 76        | 69        | 66        |
| % Commended Performance   | 26        | 16        | 7         | 1         |
| Number of students tested   | 125       | 135       | 168       | 144       |
| Note: Scores for 2004-2005 reflect passing percentages based on the panel recommendation. 2003 scores reflect a lower standard for passing. |           |           |           |           |