

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

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [ ] Middle [ x ] High [ ] K-12

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

Official School Name Lubbock-Cooper High School  
(As it should appear in the official records)

School Mailing Address 16302 Loop 493  
(If address is P.O. Box, also include street address.)

Lubbock TX 79423-7805  
City State Zip Code+4 (9 digits total)

County Lubbock State School Code Number\* 152906001

Telephone ( 806 ) 863-3160 Fax ( 806 ) 863-2877

Web site/URL www.lcisd.net E-mail snavrkal@lcisd.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Pat Henderson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lubbock-Cooper ISD Tel. (806) 863-2282

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Shawn Sampley  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes 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** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       2   Elementary schools  
   0   Middle schools  
   1   Junior high schools  
   1   High schools  
   \_\_\_\_\_ Other
- 4   TOTAL
2. District Per Pupil Expenditure:      \$7404.00
- Average State Per Pupil Expenditure:      \$7504.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   3   Number of years the principal has been in her/his position at this school.
- N/A  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			
K				8			
1				9	107	105	212
2				10	85	102	187
3				11	66	74	140
4				12	73	67	140
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>679</b>

6. Racial/ethnic composition of the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>70</u>   | % White                          |
| <u>3</u>    | % Black or African American      |
| <u>27</u>   | % Hispanic or Latino             |
| <u>.4</u>   | % Asian/Pacific Islander         |
| <u>.1</u>   | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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: 6 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	18
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	20
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	38
<b>(4)</b>	Total number of students in the school as of October 1	679
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0
<b>(6)</b>	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 1 %  
6 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 40 %  
Total number students who qualify: 274

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: 24 %  
152 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>1</u> Autism	<u>3</u> Orthopedic Impairment
<u>    </u> Deafness	<u>16</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>116</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </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>3</u>	<u>    </u>
Classroom teachers	<u>48</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>    </u>
Paraprofessionals	<u>6</u>	<u>    </u>
Support staff	<u>8</u>	<u>    </u>
Total number	<u>70</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

13.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	98%	99%	99%	99%
Teacher turnover rate	6%	8%	6%	9%	9%
Student dropout rate (middle/high)	7%*	0%	.1%	.3%	0%
Student drop-off rate (high school)	6%	9%	4%	5%	4%

\*In 2003, the Texas Legislature passed Senate Bill 186 which amended the language on the dropout indicator in the Texas public school Academic Excellence Indicator system. In the 2005-2006 school year, districts began collecting information according to the new dropout definition and procedures on students in grades 7-12 who leave. With the implementation of the new procedures, we are no longer able to consider students with the leaver reasons of court-ordered placement, completed GED certificate, and enrolled in another Texas public school district as non-dropouts. Had we continued to use the procedures that were previously in place, our dropout rate would have been 0% for 2005-2006.

14. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>137</u>
Enrolled in a 4-year college or university	<u>28</u> %
Enrolled in a community college	<u>35</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>32</u> %
Military service	<u>5</u> %
Other (travel, staying home, etc.)	<u>    </u> %
Unknown	<u>    </u> %
<b>Total</b>	<b>100</b> %

## **PART III - SUMMARY**

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Lubbock-Cooper High School is located in the southern portion of Lubbock County in the unincorporated community of Woodrow, population 120, which is 9 miles south of the city of Lubbock. The school district encompasses an area of approximately 116 square miles. These are exciting times within the Lubbock-Cooper ISD. As a result of Lubbock-Cooper ISD's impressive academic accomplishments and reputation for maintaining a safe and orderly learning environment, the student population has been growing at a rapid rate in recent years. In fact, the student population of the district has grown by 901 in the past ten years, making Lubbock-Cooper ISD the fastest growing district on the South Plains. As the fastest growing school district on the South Plains of Texas our students and faculty continue to exceed the challenging goals that have been established for them by the district, state, and the federal government.

Lubbock-Cooper High School serves approximately 660-690 students in grades 9 through 12. Although cotton production and its associated industries are the dominant economic drivers, Lubbock County is also a regional center for commerce, health care, and education. Lubbock-Cooper's curricular and extra-curricular offerings reflect both the varied vocational and academic demands of the region's agricultural traditions and its modern economic necessities. The dynamic nature of our region is also reflected in our student population's economic background which in 2005-2006 was composed of 40.5% economically disadvantaged students.

The mission of Lubbock-Cooper High School is based on the belief that students can learn and achieve mastery of reading, math, and writing skills regardless of their current academic achievements, family background, socioeconomic status, race or gender. We believe our school's primary goal is to provide quality instruction to all students while at the same time maintaining each student's feelings of self worth. We believe that to achieve these goals it is our responsibility to respond to the needs of every student. We believe that to make these beliefs a reality the school must work collaboratively with the community.

The vision of Lubbock-Cooper High School is to *build the future one student at a time* by insuring that all students graduating from our school will possess the academic, technological, and interpersonal skills to succeed in the challenging world that they will enter. To accomplish that vision for our children's future, Lubbock-Cooper high school, parents, and the community continue to join together in a partnership designed to produce a safe and orderly learning environment within which academic excellence may flourish.

Lubbock-Cooper High School was rated Academically Acceptable by the state accountability system in

2006 and 2004. The high school distinguished itself by being the only 3A, 4A, or 5A high school in the region to earn the second highest rating of Recognized in 2005. The state assessment system for Texas can be found on the Texas Education Agency website at <http://www.tea.state.tx.us/>. Lubbock-Cooper High School was also recognized as a Texas Business and Education Coalition Honor Roll School for 2006. We are also proud to be one of five schools in Texas that serves as a High Schools That Works mentor-site for the Southern Regional Education Board. Lubbock-Cooper High School was also awarded six Gold Performance Acknowledgements by the Texas Education Agency in the areas of Attendance, Recommended High School Program, Texas Success Initiative ELA, Texas Success Initiative Mathematics, Commended on Social Studies, and Comparable Improvement in Mathematics.

Our school has high expectations for achievement that enable us to maintain consistent efforts toward providing a quality education. We utilize a site-based committee composed of administrators, teachers, paraprofessionals, parents, and community members to analyze the data compiled in our comprehensive needs assessment and student assessments to set our priorities and initiatives for each year. Some of the initiatives that we have implemented over the past few years include C.H.A.T., Whole Faculty Study Groups, Pathways Program, and Senior Project. We believe that each of these initiatives provide the critical link between high school and college and continue to promote strengthening graduation requirements at the secondary level while better preparing high school students for college and to meet industry standards.

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

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### **Assessment Results:**

The Texas Assessment of Knowledge and Skills (TAKS) was implemented beginning in spring 2003. With the introduction of the TAKS testing program, greater emphasis has been placed on the connection between the state curriculum, classroom instruction, and the state-mandated assessments. TAKS was developed to better reflect good instructional practice and accurately measure student learning. In other words, TAKS was designed to strengthen the connection between what is tested on the statewide assessment and what students should know and be able to do to be academically successful. On each TAKS test, the critical knowledge and skills are measured by a series of test objectives. These objectives are not found verbatim in the TEKS curriculum. Rather, the objectives are umbrella statements that serve as headings under which student expectations from the TEKS can be meaningfully grouped. Objectives are broad statements that break up knowledge and skills to be tested into meaningful subsets around which a test can be organized into reporting units. These reporting units help campuses, districts, parents, and the general public understand the performance of students and schools.

At Lubbock-Cooper High School, we continue to align our curriculum both vertically and horizontally. We also administer benchmark tests to assess how to better prepare our students for the standard mandated at each grade level within each core area. Benchmark data is analyzed by each Whole Faculty Study Group to determine which students should be assigned to the before and after school tutorial program to provide added instruction for students who are identified as being at risk of failing their classes and/or the TAKS test. Our teachers believe that this very individualized instruction helps our struggling students to be successful on the TAKS test. The high school also enforces the standards of the EIE local district policy which tie course credit to TAKS performance. As an extension of this policy the students who perform below expectations will be assigned to a summer school remediation program, receive additional instruction, pass a released TAKS test, and regain local course credit.

The TAKS test includes 9<sup>th</sup> grade reading and math, 10<sup>th</sup> grade English Language Arts, math, science, and social studies, and 11<sup>th</sup> grade English Language Arts, math, science and social studies. Our goal is for

each subject area to be maintained at 90% or better for all students. We have reached or exceeded this goal in 7 of the 10 areas tested in high school for the past three years. We have shown significant improvement in 9<sup>th</sup> and 10<sup>th</sup> grade math over the past three years and believe that our math students will reach this goal this year. Our most critical area of TAKS has been 10<sup>th</sup> grade science. We showed a significant improvement from 2004 to 2005. We did not maintain that score for all students in 2006. We believe that a restructuring of our science curriculum will impact our 10<sup>th</sup> grade science scores this year.

Special education students receive instruction in mainstream classes, resource classes, tutoring sessions, and the ARD committee determines the appropriate assessment level based upon the instructional level and the modifications used in the IEP. All of our special education students have reached their ARD IEP assessment goals and demonstrated growth from the previous year.

### **Using Assessment Results:**

Assessment results are a determining factor in a multitude of decisions made by teachers concerning curriculum, scope and sequence, and student performance. Lubbock-Cooper High School uses the Academic Excellence Indicator System (AEIS IT) program to pull together a wide range of information on the performance of students in our school as well as any information for students moving into our district from any other district in Texas. Teachers are able to see a snapshot of each student with regard to his or her progress of prior years of testing. We also use AEIS IT to track our local benchmark scores. Student performance is disaggregated by ethnicity, gender, special education, low income status, and limited English proficient status. Our teachers use an "Orange Folder" system to track each individual student so that they know individual student needs and characteristics.

Whole Faculty Study Groups meet by subject area to discuss points of concern and to make changes in lesson plans, curriculum, and scope and sequence. Each core department has implemented some very specific changes to address their individual needs head-on as a result of disaggregated assessment results.

In math, students are placed in Algebra I double-blocked classes based on prior year TAKS performance and benchmark results. These students are either at risk for TAKS failures or of not receiving math credit. We have seen a significant improvement in math scores.

The science department completed a week of summer in-service to realign the science class arrangement so that students are placed in Biology classes during their freshman year to allow for the development and monitoring of skills necessary to transition into the high school science program. Differentiated placement into Integrated Physics and Chemistry and Chemistry will begin during a student's sophomore year. Science teachers also developed a working document that serves as a scope and sequence for Biology and includes correlation of the subject matter taught to the TEKS, a vocabulary list for each grading period, a set of diagnostic test questions for each unit, six weeks, and semester exam, and a list of student competencies and expectations.

English and Social Studies teachers use their disaggregated data to target their subgroups and very specific students. Targeted students are assigned to before and after school tutorials to receive small group or individual tutoring. Both of these subject areas have maintained a passing rate of 95% or better over the past three years; however, these teachers will not be satisfied until every student is successful.

### **Communicating Assessment Results:**

Parent communication is one of the strengths on which Lubbock-Cooper High School prides itself. We meet all of the state requirements that are set forth for each school district in Texas by mailing a state campus report card to each parent along with an individual student performance report that is mailed to parents and given to each student. We also send home three week progress reports and mail a six week report card each grading period. We work hard to go above and beyond to celebrate the success of our students and our campus. We make our test results available on our school website as well as include them in our high school newsletter, in our student newspaper, and in the local/regional newspaper. We

also have a spring awards assembly to recognize academic accomplishments.

Parents can count on a personal contact from a teacher or administrator if the student is not successful on the TAKS test or is failing a class. We strive to work with the parents and the student to provide the additional instruction necessary for the student to succeed. Our EIE local district policy requires that students who are TAKS failures attend mandatory summer school and pass a released TAKS test to receive course credit and move to the next grade level. These students are also provided with a TAKS remediation class in addition to their regular instruction as well as before and after school tutorials in the weeks prior to TAKS testing.

We also provide parents with several different opportunities to meet with counselors and teachers throughout the year. Jr. Night is held each spring for juniors and their parents to review transcripts and make course choices for their senior year. This helps both the student and the parents to know the requirements that are in place to graduate. We also host a Financial Aid Night to answer questions students and parents may have about applying to college, and we provide access to a computer lab so that parents can fill out the FASFA with assistance. Pathways Nights are also offered each spring to provide parents with additional information about the courses their students are choosing for the following year. Enrollment into a Pathways class requires both student and parent signatures on the commitment contract.

### **Sharing Success:**

Being a *High Schools That Work* mentor-site gives Lubbock-Cooper High School incredible opportunities to share our successes with other schools. We have had the privilege to present at both the state and national High Schools That Work Conferences over the past eight years. This has given Lubbock-Cooper teachers and administrators the opportunity to share with other high schools how we have been able to implement the *HSTW* framework of Goals and Key Practices to achieve whole-school reform and raise student achievement. We have shared how we gained teacher and community support to encourage students to work harder to meet higher standards. We have presented at the National Senior Project Institute, at the Regional Service Center, and we have hosted site visits for other interested Texas high schools that have brought a team of teachers and administrators to observe and participate in a question and answer session with our department heads and administrators.

In addition, we participate in the Texas Association of Secondary School Principals regional meetings and annual state convention where information is shared formally and informally. A number of our teachers have also presented or worked cooperatively with teachers from other high schools at the Regional Service Center to share strategies and information with the schools in our area.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **Curriculum:**

Our curriculum is aligned to the Texas Essential Knowledge and Skills, which are the state curriculum standards. Our primary challenge has been to prepare students for postsecondary education and careers by teaching all students a rigorous academic core, showing students the relationship between high school studies and future success, and providing students with personal support as well as establishing mentoring and teacher advisement, working with local colleges and universities, and cooperating with the business community.

We believe that with the implementation of our Pathways Program we have been able to increase the depth and complexity of the curriculum and to better prepare students for the challenges ahead of them. The Pathways Program is our locally developed college preparatory program which is an expansion of the

AP voluntary tracking concept. Only 5-10% of our high school population chooses to take AP-level courses and yet approximately 63% are attending college. The Pathways Program creates a middle tier between the Regular and AP courses called Accelerated. These three levels are offered in the four core subject areas. The instructional emphasis in Accelerated classes is on analysis and the higher level thinking skills as well as on more complex levels of structure and style in composition. Students who are unable to meet the standard of the AP curriculum but who are capable of a more rigorous academic pace than that of the curriculum aligned with the TEKS are now being better prepared for post-secondary education.

All students are required to complete four years of English Language Arts and social studies and three years of math and science. However, we strongly encourage all college bound students to complete the fourth year of math and science. We also offer Spanish I-III, French I-III, Art I-IV, career and technology courses in family consumer sciences and agriculture sciences. In addition, we offer a wide range of elective courses which include trade and industrial, business education, computer technology, theater arts, band, choir, communications applications, physical education, journalism, marketing education, various athletics, reading improvement, cosmetology, automotive technology, and health sciences technology.

### **English:**

Students are required to pass four years of English. The Texas Essential Knowledge and Skills are the standards that drive the curriculum and provide the basis for all Regular English classes. We offer three levels of English at each grade level through our Pathways Program. Students have the opportunity to move beyond a level of proficiency of basic reading, writing, and study skills by choosing to take an Accelerated, PreAp, or AP class. The instructional emphasis of Accelerated, PreAP, and AP classes is on analysis and the higher level thinking skills as well as more complex levels of structure and style in composition. English I and II students study poetry, short stories, drama, and novels, with emphasis placed on recognition of literary elements and analysis. Writing activities relate to the literature read; correctness of grammar skills is stressed. Advanced vocabulary development is emphasized to broaden students' vocabulary base and to prepare students for the vocabulary skills needed for successful achievement on the TAKS test. English III is a chronology of American literature with emphasis on preparation for the AP exam in Language and Composition and the TAKS test. All English III students are required to complete a career based research paper based on results they receive from taking the ASVAB test. Works are analyzed for literary elements including tone, diction, images, details, language, theme, and sentence structure. Students are exposed to prose written in a variety of time periods, disciplines and rhetorical contexts. English IV requires writing for a variety of audiences and purposes, and analyzing a canon of "literature of literary merit". Students learn to write cohesive, organized essays in a variety of modes. All seniors are required to complete a research paper as part of their Senior Project. The Accelerated Reader Program is also used by teachers, but is stressed through the library. Students below grade level in reading have modified instruction, Accelerated Reader, and reading improvement is also available through special education services through the ARD committee.

### **Additional Curriculum Area:**

One of the goals of our mission is to respond to the needs of every student while providing quality instruction. We believe the choices and quality of the additional courses that we offer beyond the core classes help us achieve this goal. Students can explore many different areas throughout the four years of high school to better determine their individual interests and strengths. Both our agriculture science and family and consumer science departments are staffed with two certified teachers each, which allows for many course choices within both of those areas. Through our trades and industry classes we are able to offer Introduction to Criminal Justice, Criminal Investigation, Constructions Systems, and Building Trades. Students interested in Business Education or Technology can choose Keyboarding, Business

Computer Information Systems I & II, Introduction to Business, Record Keeping, Web Mastering, Computer Science, Digital Graphics, and Business Image Management and Multimedia. In 2004-2005 we added choir to our fine arts department which also includes art, band, and theater arts. Marketing Education offers four different courses for students with the opportunity to complete work-based training for credit. Our students also have the opportunity to take cosmetology, automotive technology, and health sciences technology courses due to the shared services arrangement that we have with Slaton ISD and Frenship ISD. Special education students also have some of the same vocational opportunities as regular education students. They experience their work based training and have the opportunity to prove employability through a very successful VAC program. We believe that real world skills learned and applied will establish a link between academic achievement and post-secondary goals.

### **Instructional Methods:**

Students at Lubbock-Cooper High School are exposed to ten primary key practices that we use as a reliable framework to improve school and classroom performance. The key practices include raising expectations, improving the quality of vocational studies, making academic studies meaningful to all students, providing guidance and advisement, making it possible for academic and vocational teachers to work and plan together, and providing extra help for students who need it to meet higher standards. The faculty has also worked with curriculum mapping basics, vertical and horizontal alignment of the curriculum, analysis of state assessment items, and disaggregation of TAKS data to adjust timelines and instructional methods. We have also used research based classroom management strategies to enhance teaching. A reward system is in place for attendance, good grades, as well as a systematic approach for one-on-one tutoring. We also offer college dual credit through South Plains College. Our teachers are currently doing a book study to prepare for Highly Effective Questioning training that we will complete next fall. We believe that HEQ will help improve instruction by helping our teachers to develop good and engaging instruction to unleash the learning potential of our students.

### **Professional Development:**

The goal of professional development at Lubbock-Cooper High School is to accelerate student learning. School leaders work hard to support teachers as they improve their effectiveness and raise student achievement. Teachers attend training updates in gifted and talented, special education, technology, ESL, and school safety each year. Other staff development has included learning styles, cooperative learning, Ruby Payne, Character Counts, and True Colors. In addition, teachers attend state conventions, AP workshops, and subject specific training that is available at the Region Service Center. Our math department usually has 8-10 people attend the state mathematics convention each summer. Last summer our science department completed a week of summer in-service to realign the science curriculum and class arrangement in an effort to raise student achievement. Our English department brought training for the Triplet Ticket to our campus for a two day staff development in the fall to address the open ended questions and essay portions of the ELA TAKS test.

The focus of our staff development for this school year has been the development of the district website to increase communication with parents and students. Each teacher has developed a webpage which includes lesson plans, class assignments, and important class information. We are currently updating the site to include parent access to students' grades. Parents and students also have the capability to email all teachers for any further information they may want or need.

In addition, our teachers have received technology training which is evaluated and updated based on each level using the Texas Star Chart, which is a Texas based technology training evaluation and planning process. Training is provided to increase the teachers' ability to use computers to enhance learning and instruction. In addition, the teachers teach students to use technology in classroom assignments and

projects. Additional staff development and ongoing Whole Faculty Study Group meetings are held to bring the faculty together to focus on common goals related to our vision of building the future one student at a time. Finally we use the Professional Development Appraisal System to ensure implementation of curriculum strategies, assessments, and standards to promote professional growth.

## PART VII - ASSESSMENT RESULTS

### Texas Assessment of Knowledge and Skills Criterion-Referenced English Language Arts Test

Subject English Language Arts Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month - February				
<b>SCHOOL SCORES</b>				
TAKS % Met Standard	100%	97%	92%	90%
TAKS % Commended Performance	38%	30%	11%	8%
Number of students tested	104	118	127	111
Percent of total students tested	93%	84%	88%	96%
Number of students alternatively assessed	14	22	18	18
Percent of students alternatively assessed	15%	16%	12%	13%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
TAKS % Met Standard	100%	94%	81%	86%
TAKS % Commended Performance	27%	17%	14%	0%
Number of students tested	21	26	20	24
2. Hispanic				
TAKS % Met Standard	100%	92%	95%	93%
TAKS % Commended Performance	25%	8%	5%	0%
Number of students tested	20	25	21	25
<b>STATE SCORES</b>				
TAKS % At or Above Met Standard	88%	88%	85%	69%
TAKS % At or Above Commended Performance	21%	20%	10%	5%

**Texas Assessment of Knowledge and Skills Criterion-Referenced Math Test**

Subject Math Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - April				
<b>SCHOOL SCORES</b>				
TAKS % Met Standard	98%	95%	94%	82%
TAKS % Commended Performance	24%	20%	13%	4%
Number of students tested	107	114	123	114
Percent of total students tested	94%	100%	100%	96%
Number of students alternatively assessed	17	22	20	18
Percent of students alternatively assessed	14%	16%	14%	13%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
TAKS % Met Standard	96%	88%	80%	75%
TAKS % Commended Performance	15%	9%	0%	0%
Number of students tested	26	34	20	21
2. Hispanic				
TAKS % Met Standard	95%	88%	90%	82%
TAKS % Commended Performance	19%	4%	5%	0%
Number of students tested	21	24	21	22
<b>STATE SCORES</b>				
TAKS % At or Above Met Standard	77%	81%	85%	68%
TAKS % At or Above Commended Performance	18%	16%	15%	6%

**Texas Assessment of Knowledge and Skills Criterion-Referenced English Language Arts Test**

Subject English Language Arts Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - February				
<b>SCHOOL SCORES</b>				
TAKS % Met Standard	96%	94%	90%	83%
TAKS % Commended Performance	17%	9%	9%	10%
Number of students tested	138	121	135	144
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	29	25	27	17
Percent of students alternatively assessed	21%	21%	17%	11%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
TAKS % Met Standard	90%	84%	60%	59%
TAKS % Commended Performance	10%	3%	3%	6%
Number of students tested	49	32	25	20
2. Hispanic				
TAKS % Met Standard	89%	93%	90%	64%
TAKS % Commended Performance	14%	4%	3%	3%
Number of students tested	37	27	31	21
<b>STATE SCORES</b>				
TAKS % At or Above Met Standard	85%	67%	75%	72%
TAKS % At or Above Commended Performance	13%	5%	4%	5%

**Texas Assessment of Knowledge and Skills Criterion-Referenced Math Test**

Subject Math Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month – April				
<b>SCHOOL SCORES</b>				
TAKS % Met Standard	83%	88%	77%	75%
TAKS % Commended Performance	10%	13%	11%	10%
Number of students tested	138	115	132	145
Percent of total students tested	100%	100%	100%	100%
Number of students alternatively assessed	29	27	28	15
Percent of students alternatively assessed	21%	23%	18%	9%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
TAKS % Met Standard	76%	94%	60%	54%
TAKS % Commended Performance	4%	17%	14%	3%
Number of students tested	50	35	30	19
2. Hispanic				
TAKS % Met Standard	78%	70%	57%	60%
TAKS % Commended Performance	3%	5%	4%	0%
Number of students tested	38	20	28	21
<b>STATE SCORES</b>				
TAKS % At or Above Met Standard	60%	58%	63%	73%
TAKS % At or Above Commended Performance	12%	9%	8%	7%

**Texas Assessment of Knowledge and Skills Criterion-Referenced Reading Test**

Subject Reading Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month – February				
<b>SCHOOL SCORES</b>				
TAKS % Met Standard	98%	96%	91%	93%
TAKS % Commended Performance	38%	30%	19%	17%
Number of students tested	160	158	129	142
Percent of total students tested	98%	100%	98%	97%
Number of students alternatively assessed	39	25	25	19
Percent of students alternatively assessed	24%	16%	16%	11%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
TAKS % Met Standard	94%	93%	82%	85%
TAKS % Commended Performance	28%	24%	11%	8%
Number of students tested	54	45	38	34
2. Hispanic				
TAKS % Met Standard	91%	91%	73%	82%
TAKS % Commended Performance	23%	16%	10%	3%
Number of students tested	35	44	30	28
<b>STATE SCORES</b>				
TAKS % At or Above Met Standard	87%	82%	84%	82%
TAKS % At or Above Commended Performance	20%	18%	9%	6%

**Texas Assessment of Knowledge and Skills Criterion-Referenced Math Test**

Subject Math Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month – April				
<b>SCHOOL SCORES</b>				
TAKS % Met Standard	87%	72%	79%	73%
TAKS % Commended Performance	31%	15%	23%	20%
Number of students tested	160	158	135	139
Percent of total students tested	100%	100%	100%	97%
Number of students alternatively assessed	40	29	22	19
Percent of students alternatively assessed	25%	18%	14%	12%
<b>SUBGROUP SCORES</b>				
1. Economically Disadvantaged				
TAKS % Met Standard	76%	63%	50%	50%
TAKS % Commended Performance	18%	7%	8%	11%
Number of students tested	55	46	40	19
2. Hispanic				
TAKS % Met Standard	69%	65%	43%	47%
TAKS % Commended Performance	8%	2%	13%	2%
Number of students tested	36	43	30	15
<b>STATE SCORES</b>				
TAKS % At or Above Met Standard	56%	74%	59%	63%
TAKS % At or Above Commended Performance	14%	15%	14%	11%