

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Mr. Mitchel Prewitt Davis

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

Official School Name Wylie High School

(As it should appear in the official records)

School Mailing Address 4502 Antilley Rd.

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

Abilene

Texas

79606-5907

City

State

Zip Code+4(9 digits total)

County Taylor

State School Code Number* 221-912

Telephone (325) 690-1181

Fax (325) 690-0320

Web site/URL www.wylie.esc14.net

E-mail mdavis@wylie.esc14.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Mr. Don Harrison

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

District Name Wylie Independent School District

Tel. (325) 692-4353

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mr. Ray Templeton

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 1 Elementary schools
 _____ 1 Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: _____ 5300
 Average State Per Pupil Expenditure: _____ 5695

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 3 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	120	131	251
2			0	10	142	133	275
3			0	11	102	114	216
4			0	12	108	105	213
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							955

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 8 | % Hispanic or Latino |
| 86 | % White |

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 11 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	50
(2)	Number of students who transferred from the school after October 1 until the end of the year	54
(3)	Total of all transferred students [sum of rows (1) and (2)]	104
(4)	Total number of students in the school as of October 1	919
(5)	Total transferred students in row (3) divided by total students in row (4)	0.11
(6)	Amount in row (5) multiplied by 100	11

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

Number of languages represented: 2

Specify languages: Portuguese Thai

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 70

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: $\frac{9}{82}$ %
 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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>18</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>64</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>7</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>2</u>	Traumatic Brain Injury
<u>5</u>	Mental Retardation	<u>2</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities		

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>54</u>	<u>5</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support Staff	<u>7</u>	<u>0</u>
Total number	<u>71</u>	<u>7</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 $\frac{16}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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. (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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	97 %	96 %	96 %
Daily teacher attendance	97 %	96 %	97 %	0 %	0 %
Teacher turnover rate	8 %	5 %	6 %	3 %	9 %
Student drop out rate (middle/high)	0 %	0 %	0 %	1 %	0 %
Student drop-off rate (high school)	3 %	8 %	1 %	5 %	1 %

Please provide all explanations below

Daily teacher attendance not available for 2002-2004.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	193	
Enrolled in a 4-year college or university	63	%
Enrolled in a community college	31	%
Enrolled in vocational training	3	%
Found employment	1	%
Military service	0	%
Other (travel, staying home, etc.)	2	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The Wylie Independent School District is 95 square miles in Taylor County Texas. On the north border is the Abilene Independent School District; approximately 15 miles to the east are the Eula and Clyde ISDs, 20 miles to the south is the Jim Ned ISD, and 25 miles to the west is the Merkel ISD. WISD, which is partially located within the city limits of Abilene, enjoys all the benefits offered by the city yet is very rural in many parts of the district.

The Wylie Schools have operated continuously since 1902 when Mr. M.V. Wylie, a prominent landowner of the community, donated two acres of land for school purposes. The citizens of the area put up a twenty by thirty foot building in which Miss Annie Poe began teaching with thirteen pupils in attendance. There was steady and continuous growth in the district. In 1933, the district employed a faculty of ten teachers. In 1934, application was made for affiliation with the State Education Agency. In the 1936-37 school year, several other schools consolidated with Wylie, resulting in twelve teachers and a librarian being employed. By 1938, the student enrollment reached 407 students.

From a two acre tract and a one-room building with thirteen students in 1902, Wylie has grown to five campuses (Wylie High, Wylie Junior High, Wylie Intermediate, Wylie Elementary, and Wylie Early Childhood Center). There are now over 3200 students, 190 teachers, 9 principals and assistant principals, 3 assistant superintendents and is overseen by Superintendent Don Harrison. Throughout this growth the District has taken pride in the success it has had because of the belief in the district mission: To provide an education of excellence for all our students so they may function effectively, successfully, and productively in society. This mission statement for all of our 955 high school students is the vision for our 78 high school staff members.

Wylie High School is blessed to have a highly qualified and motivated staff with high student expectations. The staff takes pride in the use of technology as a motivational and instructional strategy to providing learner-centered instruction. The math, Spanish, and English departments are using Smartboards to deliver the curriculum. The science and history departments have incorporated power point presentations which use video streaming to enhance lessons. Special services are offered to make sure that the individual need of all students are meet. These include morning and afternoon tutorial services, TAKS remediation classes, ESL services, individual academic counseling, Pre-AP and AP Classes, Dual Credit classes, and 2 computer labs with research based programs for special education, remediation, and small group core classes for individual learner-centered instruction.

It is because of these high expectations that the students of Wylie High School have experienced success in curricular, co-curricular and athletic endeavors. Wylie High School won the Lone Star Cup, given for the highest rated academic and athletic programs in the state by the Texas University Interscholastic League, in 2001 and 2006. We were the runner-up in 2005 and 2007. High school teams have won the state championships in football, basketball, boys track and team tennis. Wylie has also had individual state champions in golf, tennis, and track. The band has received a rating of one for 27 straight years in matching. The high school has more than 75% of its students actively involved in extracurricular activities. Our school motto, ' Building Our Future' is exemplified by the accomplishments of our past and present students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Wylie High School faculty and staff understand the importance of meeting and exceeding the rising standards of the Texas Assessment of Knowledge and Skills (TAKS). They take pride in challenging the students to achieve at the Commended performance level. The students have responded as is shown in the results of the Math and ELA (English Language Arts) TAKS results. In ELA the passing rate for all WHS students was 97% and the state average was 89%. WHS had 31% of the students who scored at the commended level. In Math students scored 87% while the state average was 77%. WHS had 34 % of its students receiving a commended rating. Wylie High School also received Gold Performance Acknowledgements in ELA and Math from the TEXAS Education Agency on the 2006-2007 School Report Card.

The TAKS test which is used to measure the students understanding of the Texas Essential Knowledge and Skills (TEKS). TEKS are the state-mandate curriculum for all courses. The Math and Reading/ Language Arts TAKS tests are given to all students from grade three through eleven yearly. The test for writing, science and social studies is given in alternating years until the exit level test is given in the eleventh grade. In high school students take the math and reading test in ninth grade, and in the tenth grades are tested in English Language Arts, math, social studies, and science. The students are then required to apply the skills and concepts at the TAKS exit level test in all four core areas in the eleventh grade. Passing the exit level test in all area is a state requirement for graduation.

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

Information for Wylie High School can be found at the state website for individual campuses at <http://www.tea.state.tx.us/perfreport/aeis/2007/campus.srch.html>.

2. Using Assessment Results

Wylie High School teachers and staff use variety of assessment data to desegregate student and school performance. The results from individual testing, classroom observation, progress reports, benchmark testing, and TAKS (Texas Assessment of Academic Skills), are used to help plan curricular decisions for the student body. The results from benchmarks are broken down for each test objective in every core area. The results are then broken down for each student and each test question. This process is continued throughout the year with teachers and administrators meeting to discuss teaching strategies, to make sure all students are making adequate progress.

To be sure that all students are being taught the TEKS (Texas Essential Knowledge and Skills), the results of the TAKS test are discussed at the campus site-based meeting as well as being broken down by administrators, teachers, and counselors. At this time core classroom curriculum, students needs, and instructional strategies are discussed and evaluated. Wylie High School also has personnel from Region 14 work with the students and teachers in core areas of TAKS.

Students who fail any part of the TAKS test in the area of reading, writing, math, social studies and science are placed in additional tutorial classes. These classes use a variety of strategies geared toward the individual learning styles of each student. We have found that the extra time on the subject to be extremely successful. The teachers also use computer-based software programs to help develop individual tutorial programs for each student focusing on the objective or objectives the student needs help.

The WHS campus has shown continues improvement in the state's criterion-referenced test (TAKS) the past four years as the test passing standards have increased in difficulty. The goal of the high school is to get back the exemplary status it held for seven consecutive years from 1996-2003. Meeting this goal puts us closer to meeting our mission of providing an education of excellence for for all of our students.

3. Communicating Assessment Results

The community has been built around the Wylie School District and Wylie High School is the heartbeat of the Wylie community. This makes it important that we make sure that parents, students, and community members are communicated the students and the school's assessments in various ways. All the parents and students receive three progress reports and six week report cards. The students grades are updated daily by the teachers and are available to the parents and students through the on-line family access program. This allows the parents to see the most current grades including TAKS benchmarks. This has proven to be a positive method of communication between the teachers, students, and parents. WHS sends a copy of the annual Texas Education Agency School Report Card with the fourth six week report card. This report lets the community see how WHS compares with other schools in the state in academics progress, demographics, and staff. This information is also posted on the school web page.

Wylie High School has been using paperless communications with parents successfully for the past three years. The Wylie ISD and Wylie High School websites have proven to be an efficient way to get the most current and important information to the students, parents, and community. The web page provides an avenue for access to e-mail, grades, student handbooks, teacher policies, the school activities calendar, pictures, and school announcements.

WHS also has small group meetings with the site-based committee containing members of the community, parents, staff, and teachers to discuss and share academic assessment results. The high school counselors have student/ parent meetings to discuss details about the WHS academic program and the importance of the assessment results.

4. Sharing Success:

The WHS staff has been exchanging ideas about effective programs and practices for several years. We work with the three local colleges to provide their students an opportunity to observe our teachers in the classroom as well as provide a student teaching experience. Members of the WHS faculty are asked to be presenters for our local education region center as well as state professional teaching associations. WHS staff and administrators take pride in having created a professional network with schools personnel throughout the state in which they are able to share successful strategies with each other.

There have been teachers from two different schools who came to Wylie this fall to make an on-site visit with our science department. They wanted to see in practice what our classroom teachers have done to increase TAKS scores. We have also had several requests for copies of the department's curriculum and lesson plans to be faxed to schools. The science department chair has put together a packet containing lesson plans, tutorials, and effective ideas to share with schools that have called requesting information about our science curriculum. Our science department was named in the TEXAS MONTHLY magazine (December 2007 edition) as a consistently higher-performing high school based on science TAKS results.

The administration, staff, and teachers at WHS know that without a network of schools sharing their ideas and strategies with us, we would not have had the success we have had with our students. In order to meet the rising expectations for our students, there will always be a need to network with other schools, teachers and administrators. WHS feels that it is our obligation to continue share our successful techniques and collaborate with other schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Wylie High School offers students a broad range of courses which not only include the state-required courses but various elective choices, AP level courses, as well as dual credit college level courses. Special programs for gifted and talented students, bilingual students, students with limited English proficiency, dyslexic students, and students with disabilities are also offered. The curriculum and methods in place suit the needs of the advanced learner as well as those students who struggle academically. Each student is required to earn 26 credits in order to graduate. Grades earned are reported using a scale of 100 with 70 being the passing mark. Students are expected not only to graduate from high school but to be prepared to succeed in college. Seventy percent of graduating seniors go on to attend a four-year college and twenty percent enroll at a junior college. Teachers in each content area use benchmark testing and TAKS test data to determine instructional goals and to identify student strengths and weaknesses. Daily tutoring by class room teachers is offered to all students before and after school. A learning lab is available for those students who need individual instruction. TAKS remediation classes are in place for students having difficulty with the exit level TAKS test.

English Language Arts classes include instruction in grammar, vocabulary, writing and composition, as well as the study of literature at each grade level. English Pre-AP and AP classes are offered at every grade level and require the student to perform at the highest level of learning. Higher level critical thinking skills and creative and productive thinking are emphasized. Dual credit college English classes are available for qualifying juniors and seniors. In 2007, one-hundred percent of Wylie students taking the ELA Exit TAKS test passed on the first administration.

Spanish 1 through Spanish 4 courses are offered and classes cultivate the four basic skills of listening, speaking, reading, and writing. Students also explore Hispanic culture and history. With each advanced level of Spanish more difficult skills are introduced with strong emphasis on comprehension and conversational skill.

Students in science courses conduct laboratory investigations, use scientific methods during investigations, and make conclusions using critical-thinking and scientific problem-solving. All science classes include a 30-40% lab requirement. AP courses are offered in Biology and Chemistry. Wylie High School was listed in the December 2007 Texas Monthly issue as one of the Best Public Schools based on consistently high TAKS science scores.

Social Studies courses include U.S. History which emphasizes significant events, issues, and problems in American history. World Geography studies include the earth's physical features and cultures of its people, along with map and geographical skills. World History studies the Paleolithic Age through present time with emphasis on the development of Western civilization. U.S. Government helps students understand our country's government, how it is designed, and how it functions. Economics studies use several components to introduce the student to our nation's economic system. U.S. Government, Economics, and U.S. History dual credit college classes are offered for qualifying junior and senior students. In 2007, 99.5% of Wylie students taking the Social Studies Exit TAKS test passed on the first administration.

Students are required to take three years of math and many earn additional math credit. Mathematics courses include Algebra 1, Geometry, Algebra 2, Math Models, Pre-Calculus and AP Calculus. Benchmark testing, peer tutoring and tutorial attendance are emphasized to ensure student success. A double block Algebra 1 class is offered for incoming freshman with weaker math skills. Dual credit College Algebra is offered for qualifying juniors and seniors.

The school's Fine Arts department has a broad variety of classes which include, Band, Jazz Band, a mixed choir, a girl's choir and a Show Choir class. Drama courses include Theatre Arts 1, 2, and 3 and a Technical Theatre class. Many excellent school drama productions and concerts take place each year. Art 1, 2, and 3 classes are offered and are always busy with active learning. Art 3 is designed for students who are interested in an Art career. Art

3 students do portfolio work which encompasses all previous learned art techniques. Individual and groups from Art, Band, and Choir are consistently successful at district and state-wide competitions.

Other successful and active academic areas offering a wide range of classes include Career and Technology, Family and Consumer Sciences and Agricultural Sciences.

2b. (Secondary Schools) English:

A diploma from Wylie High School would not be attainable without successfully completing four years of English. Accordingly, each class is designed with student success in mind. The curriculum for Wylie High's standard college preparatory courses closely follows the student expectations of the Texas Essential Knowledge and Skills and the Texas Assessment of Knowledge and Skills. The curriculum for the Pre-AP and AP courses have been sanctioned by the College Board and are designed to engage students in careful reading and critical analysis of both language and literature. Despite the level though, all Wylie High English students are challenged. Through the close reading of selected texts, the student deepens his or her understanding of the ways writers use their craft to provide both meaning and pleasure for their readers. Through their reading, students will also consider a work's structure, style, and themes, as well as such elements as figurative language, imagery, symbolism, and tone. Students in every level of English read and analyze a wide variety of fiction, poetry, drama, and non-fiction. Writing is also an integral part of the college preparatory courses and Pre-AP and AP courses, focusing on the critical analysis of literature through expository, analytical, and argumentative essays. Successful students will achieve a balance of generalization with specific illustrative detail, a logical organization enhanced by techniques like transition, repetition, and emphasis, a variety of sentence structures, a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness, effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis. Because of this rigorous training, Wylie students are well prepared for the TAKS, routinely scoring well beyond state and national averages. Also, of the juniors and seniors who recently took the AP exam, more than 85% scored a 3, 4, or 5. However, while the majority of Wylie students are successful in the college-bound and Pre-AP and AP courses, students who struggle can benefit from specialized instruction. Whether through special education classes, one-on-one tutorials, or remediation classes, they have the chance to improve their skills, catch up with their classmates, and graduate on time. As with any challenging curriculum, Wylie's is supported through the use of instructional technology. Beyond computers in the classroom and available writing labs, each of Wylie High's English classrooms is in the process of being updated with the latest in LCD projectors and Smartboards. This will allow students the opportunity to benefit from the use of PowerPoint presentations and video streaming.

3. Additional Curriculum Area:

The Wylie High School science curriculum is based upon the Texas Essential Knowledge and Skills objectives with emphasis on preparation for the Science TAKS test. Course offerings include IPC, Biology 1, Chemistry 1, Physics, Advanced Placement Biology and Advanced Placement Chemistry. The science teachers are trained in various technology which is used strategically in each course to provide an appropriate learning environment for each student's success. Various teaching techniques help the student identify their learning style and become a self-learner.

Wylie High School science TAKS scores have been top in the state since the inception of the test. We have specifically been recognized for consistent commendable performance on the science TAKS test. It is evident from our scores that the TEKS are being taught with a strong correlation to the TAKS objectives. Horizontal and vertical alignment in curriculum, class policies, and TAKS review between courses promotes the success of students in their science classes throughout the entire four years. Students who have failed a science class are assessed at the end of every grading period with an intervention form mailed home to the parents that contains suggestions for improvement. TAKS reviews are conducted on a consistent basis with specific TAKS projects assigned throughout the year.

The science department believes in preparing our students to experience science as adults in their future. To meet this goal, instruction is conducted in an interesting manner with relevant applications to the real world with emphasis on current science issues. Students are challenged with critical thinking and are actively engaged in learning on a daily basis.

4. Instructional Methods:

At Wylie High School, teaching our students is accomplished in a multitude of ways. This starts with hiring teachers highly qualified and dedicated to teach the various subjects. These teachers are all certified in their fields and have met the criteria to be considered highly qualified. These teachers use a wide variety of teaching methods in the class to motivate students to learn. These include small group and large group discussion, research inquiry, lecture, individual study, use of laboratories, and practical application. Instructional strategies that take place continually are teaching and reteaching in different ways, giving each student several opportunities to grasp different concepts. Benchmark testing is a key tool used in determining on a regular basis if students are acquiring the knowledge they need to be successful on TAKS. Teachers throughout the district meet together, making sure the curriculum is both vertically and horizontally aligned. These alignments are fine tuned throughout the school year as needed. A specialist from the regional service center has been brought in to help facilitate such meetings. This specialist also uses her expertise in helping to develop curriculum. All lesson plans are aligned with the TEKS in preparation for the TAKS tests. These lesson plans are turned in to the individual department chair to be kept throughout the school year. The teachers follow these TEKS but are allowed some individual flexibility in teaching styles. Three 'comp' days are provided each year for teachers. These comp days are gained by teachers attending specialized staff training during the summer in their individual subject areas. The school also provides several days of staff development, both before and during the school year. A well equipped library and librarian are available to assist both the teacher and student in their instruction. Teachers have access to computers, computer image projectors, and overhead projectors. Smart Boards are currently being installed in classrooms. Training is being provided for the use of this new technology with websites given to use in their different subject areas. There are currently three computer labs available for teachers to use with their classes. Students having trouble with classes may acquire extra help by attending tutorials for 30 minutes before the normal school day. Wylie High School is blessed with a faculty that is continually striving to help each and every student to be successful. This desire is probably the most important factor involved in the instructional method.

5. Professional Development:

Professional development is necessary for improving instruction and helping maintain a safe and productive school environment. This year our district has six staff development days at the beginning of the school year and one at the end of the school year. Three additional days are built into the calendar during which teachers can choose to meet these needs during the school year or during the summer.

Target areas for professional development this year include TAKS preparation, poverty training, school safety, technology, software updates, and response to intervention. Additionally, teachers attend other types of staff development, such as Gifted and Talented training, crisis prevention intervention, textbook evaluation, safe and drug free schools, ESL, bullying, and dyslexia training.

Surveys are given to our teachers at the end of each school year to identify professional development needs. Results of these surveys are reviewed at district administrative meetings where they help drive which professional development activities are incorporated into staff development days.

Professional development is addressed by our Site Base Decision Making Committee as well. The SBDMC consists of administrators, teachers, teacher aides, business professionals, and parents. This provides an opportunity to listen to concerns from different aspects of our school and community. Professional development recommendations from the SBDMC are then passed on to our teachers and administrators.

We also have core subject representatives from ESC Region XIV conduct vertical

alignment meetings with our high school and junior high teachers. The core subjects included are Math, Science, Social Studies and English. The purpose of this development is to ensure that all portions of the TEKS are covered, reinforced, and aligned. It is helpful for teachers of the same core areas to know what each one is covering. This allows teachers to build on foundations from previous lessons. It also provides opportunities for teachers to share teaching techniques.

Staff development at Wylie High School is an on-going process that involves teachers, teacher aides, counselors and administrators. Every effort is made to ensure that our staff has the necessary resources in professional development to improve the quality of education for our students.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 9 Test Texas Assessment of Knowledge and Skills
 Edition/Publication Year 2007 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	82	82	84	83	81
% "Exceeding" State Standards					
Commended Performance	33	30	35	30	20
Number of students tested	265	207	241	219	222
Percent of total students tested	98	99	100	93	97
Number of students alternatively assessed				15	6
Percent of students alternatively assessed				7	3
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	70		71	88	77
% "Exceeding" State Standards					
Commended Performance					18
Number of students tested	14		10	14	17
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	74		67		100
% "Exceeding" State Standards					
Commended Performance					8
Number of students tested	17		14		13
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	98	97	95	96	96
% "Exceeding" State Standards					
Commended Performance	34	31	36	17	8
Number of students tested	269	213	235	219	223
Percent of total students tested	99	98	97	92	97
Number of students alternatively assessed				15	6
Percent of students alternatively assessed				6	3
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	95	100	100	94	89
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	19	13	14	15	18
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	91	92	100		93
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	20	11	21	5	15
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	82	83	84	85	92
% "Exceeding" State Standards					
Commended Permance	30	25	23	12	17
Number of students tested	207	228	212	211	204
Percent of total students tested	97	97	91	96	95
Number of students alternatively assessed	1	1	20	9	10
Percent of students alternatively assessed		4	9	4	5
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met standard		68	94	85	100
% "Exceeding" State Standards					
Commended Performance					18
Number of students tested		15	16	11	6
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		68		80	75
% "Exceeding" State Standards					
Commemded Performance					
Number of students tested		13		12	10
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Fe.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	92	97	82	81	89
% "Exceeding" State Standards					
Commended Performance	18	18	6	4	4
Number of students tested	218	228	217	211	204
Percent of total students tested	98	98	100	96	96
Number of students alternatively assessed				7	9
Percent of students alternatively assessed				3	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	80	96	63	71	86
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	12	22	12	10	7
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	79	100		80	70
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	11	20		12	10
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	96	94	97	97	83
% "Exceeding" State Standards					
Commended Performance	37	28	25	34	7
Number of students tested	213	194	202	195	169
Percent of total students tested	94	89	87	92	96
Number of students alternatively assessed	7	16	19	11	7
Percent of students alternatively assessed	3	8	9	5	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	86	93	100		
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	12	14	10		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	81		87		86
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	13		13		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	96	95	97	86
% "Exceeding" State Standards					
Commended Performance	36	37	31	10	5
Number of students tested	215	195	209	197	166
Percent of total students tested	93	89	93	92	96
Number of students alternatively assessed	7	15	8	9	7
Percent of students alternatively assessed	2	7	4	4	4
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	94	92		75
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	13	15	11		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100		89		71
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	16		10		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					