

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Dr. Myrtle Walker

Official School Name: School of Health Professions

School Mailing Address:
1201 E Eighth St
Dallas, TX 75203-2545

County: Dallas State School Code Number*: 057905036

Telephone: (972) 925-5930 Fax: (972) 925-6007

Web site/URL: www.dallasisd.org E-mail: mwalk036@dallasisd.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Michael Hinojosa

District Name: Dallas ISD Tel: (972) 925-3700

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jack Lowe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

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

1. Number of schools in the district:	<u>157</u>	Elementary schools
	<u>37</u>	Middle schools
	<u>0</u>	Junior high schools
	<u>31</u>	High schools
	<u>14</u>	Other
	<u>239</u>	TOTAL

2. District Per Pupil Expenditure: 7797

Average State Per Pupil Expenditure: 5574

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. 8 Number of years the principal has been in her/his position at this school.

0 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			0	7			0
K			0	8			0
1			0	9	38	122	160
2			0	10	38	97	135
3			0	11	26	115	141
4			0	12	19	94	113
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							549

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
4 % Asian
31 % Black or African American
58 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
5 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	556
(5)	Total transferred students in row (3) divided by total students in row (4).	0.013
(6)	Amount in row (5) multiplied by 100.	1.259

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

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 60 %

Total number students who qualify: 330

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 free and reduced-price school meals 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: 0 %

Total Number of Students Served: 0

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>28</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	98%	98%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	1%	0%	0%	2%	1%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

#13

The School of Health Professions has a low percentage of dropouts due to the high level of interest in learning about the career options available in the healthcare field. Those who are listed as dropouts are those whose parents are immigrants that may have to return to their native country for one reason or another.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	113
Enrolled in a 4-year college or university	<u>86</u> %
Enrolled in a community college	<u>12</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

The School of Health Professions @ Yvonne A. Ewell Townview Magnet Center (will be referenced as HSHP) is dedicated to students' success as evidenced by our mission statement - "To prepare students to function effectively in their community and the diverse global society by offering a balanced, rigorous academic and health career-oriented education."

The school serves an ethnically, culturally and linguistically diverse student population of approximately 549. The ethnic representation consists of: African-American, 31%; Hispanic, 58%; White, 5%; Native American, 1%; and Asian, 4%. The school offers a college preparatory curriculum in conjunction with a career and technology component that prepares students for college and the workforce through state-of-the-art equipment and up-to-date practices via innovative programs. Both curricula are designed to meet the challenges of the new millennium. In ninth and tenth grades, the students do not have many choices, except for which foreign language they wish to take. The academic (Pre-Advanced Placement) courses are designated and the health care science course in ninth and the health science technology course in tenth are prerequisites for them to select a cluster (major) course to study in eleventh and twelfth grades. The fourteen cluster classes come under the broad headings of medical, veterinary, food management/dietetics and dental.

Our school operates on an eight-period block schedule where students meet four periods on alternating days for ninety minutes per period utilizing the A/B day format. Six of the eight periods are allotted for core courses (English, mathematics, science, and social studies) as well as foreign languages, fine arts, and physical education. Students in ninth and tenth grades participate in Pre-Advanced Placement courses and Advanced Placement courses for eleventh and twelfth grades, as well as the gifted and talented programs. As magnet school students, they are highly encouraged and challenged to pursue higher academic pursuits through the Recommended and/or Distinguished Achievement Graduation Plans. These requirements coincide with the school's and the District's college-bound mission.

Professional associations with the Dallas County Community College District (DCCCD) allow students to earn high school credits toward graduation and college credits simultaneously. Many of our eleventh and twelfth grade courses offer dual credit which allows our students to build relationships through academia with the professional community and the colleges.

The School of Health Professions is unique in that it provides students with practical experience through internships at the various healthcare facilities that coincide with the cluster (major) they have chosen to study during the eleventh and twelfth grade years. They participate in these internships while maintaining high academic standards. The students are highly competitive and all of them graduate as a Texas Scholar, a distinction awarded to students who graduate on the Recommended or Distinguished Plan. Students also participate in health co-curricular leadership organizations, as well as UIL, National Honor Society, Spanish Honor Society, Texas Association of Future Educators (TAFE), Health Occupations Students of America (HOSA) and Family Career and Community Leaders of America (FCCLA). Participation in these organizations promote teamwork, leadership and enhance the students' health career repertoire.

Partnerships developed through the Health Advisory Committee, which is comprised of representatives from the community's health care facilities, serve to provide cutting edge experiences that strengthen student participation in paid and non-paid internships in the health care environment. This empowers the students to become competent, productive citizens through real-world practical application while on their quest for excellence through education.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Dallas Independent School District and the School of Health Professions (HSHP) use both criterion-referenced and norm-referenced assessments to measure student academic success with Texas Assessment of Knowledge and Skills (TAKS) as the primary determinant of student success in Texas, and the basis for campus ratings. The statewide school accountability ratings include "Exemplary," "Recognized," "Academically Acceptable," and "Academically Unacceptable."

The TAKS measures competencies in mathematics, reading/English Language Arts, science, and social studies. Students at HSHP are tested during their 9th, 10th, and 11th grade years. Eleventh graders take the exit-level TAKS, which is a graduation requirement. HSHP received the rating of "Recognized" from the Texas Education Agency for student performance during 2004-2005 and 2005-2006 while the rating of "Exemplary" was earned for the 2003-2004, 2006-2007 and 2007-2008 school years.

The TAKS results represent the school's progress in reaching all ethnic and economic sub-groups within the student body. The assessment data give us a more comprehensive snapshot of student abilities across the core content areas of reading/English Language Arts, mathematics, science and social studies. After analyzing TAKS results from 2004-2008, there evidently was a disparity in performance between African American and Hispanic students when compared with Anglo students, especially in the areas of math and science. To close the achievement gap among these groups, the school provides programs to ensure student succeed through tutoring (teacher-led and technology-based), Saturday school, peer/adult mentoring, study skills counseling, etc. From 2004-2008, HSHP student scores steadily improved in all core areas; scores in reading/English Language Arts held steady for African Americans, but rose 2 percentage points for Hispanics. The math scores for this same time period for African Americans rose 19 percentage points and 8 percentage points for Hispanics(<http://www.tea.state.tx.us/cgi/sas/broker>).

The scores showed that even though improvements were made in many areas, we still have to achieve greater success in math and science. Hispanic and African American students must make greater strides in the sciences to reach the college-ready and commended levels of academic success in order to eliminate the achievement gap that exists when compared to the Anglo students.

Comparable Improvement (CI) is a measure that shows how student performance on the TAKS reading/ELA and mathematics tests at a given school has improved from one year to the next. It then compares that change to that of the 40 schools that are demographically most similar to the "target" school. The average Texas Growth Index (TGI) values for the 40 member group are rank-ordered and the resulting list is divided into fourths, or quartiles. Schools that fall into the first quartile (i.e. top 10 schools of the 40 in their campus group) receive Gold Performance Acknowledgment for Comparable Improvement (www.tea.state.tx.us/perfreport/ci/2008/index.htm). The school received Gold Performance Acknowledgments in attendance, advanced academic courses, the recommended high school program, the Texas Success Initiative for ELA and mathematics and for commended on reading/ELA, mathematics, and social studies with a comparable improvement in reading/ELA. Even though the school ranked in the first quartile in a number of categories, HSHP is continuing its efforts to improve in all areas by all sub-groups. Our goal is to make the first quartile and commended in science for the 2009 school year.

2. Using Assessment Results:

Each year prior to the start of the school, the Campus Instructional Leadership Team (CILT) and faculty perform a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) in which they analyze student data, especially the TAKS from the previous year in order to assess the weaknesses and strengths, develop strategies to improve achievement and search for available resources, both human and technological. The targeted areas are those in which students did not perform well and the team looks at what could possibly be the reasons for the lack of performance in the low areas. The team strategizes to present opportunities to improve their performance on the state assessments, District benchmark assessments and college pre-testing. Benchmark assessments serve as formative indicators of student learning. Assessment results drive instructional planning and delivery. The Dallas Independent School District has an excellent resource to facilitate this process through the intranet data retrieval system known as "My Data Portal" (<http://mydata.dallasisd.org/MYDATA/AboutUs.jsp>). Administrators and teachers readily access student profiles to determine best practices to be utilized based on student needs so that student learning is maximized.

The principal, CILT, and faculty develop a plan of action called the Campus Improvement Plan (CIP). The group prescribes strategies which include better development of school and classroom objectives; a focus on academic rigor and accountability in the classroom by teachers and students; and a commitment for students to increase their critical thinking skills in order to perform exceptionally well in their classwork and the pre-college and state-mandated testing. HSHP is constantly setting high standards in reaching for higher levels of achievement.

3. Communicating Assessment Results:

There are a number of ways that HSHP communicates information and successes.

- As per state law, we have to provide student grade reports and this is accomplished through both paper-based and electronically through the Grade Speed system
- The school prepares informational and recruitment materials for parents, students and the community, which enable them to make sound decisions as to school choice. The school holds an "Open House" and participates in a Districtwide Magnet/Schools of Choice Fair on a yearly basis.
- The school's Site-Based Decision Making Committee (SBDM) as well as the Health Advisory Board (composed of local healthcare professionals) meet quarterly to receive and review data and to provide curriculum/educational support and communicates our successes to the Dallas community as a whole.
- HSHP communicates directly with the parents through the Parent Teacher Student Association (PTSA) meetings, e-mails, newsletters and the School Messenger System (phone calling system) and the District's website for the school.

4. Sharing Success:

HSHP is known around the country for its success. Delegations of interested educators from across the state of Texas, from other states and countries, visit our school each year to consult with us about the best practices that have contributed to student success. Our students are involved with their co-curricular organizations, Health Occupations Students of America (HOSA), and Family Career and Consumer Leadership Association (FCCLA), that allows them to compete from the local to the national levels. Because of our successes on all levels, we have become a model to other schools throughout the nation who wish to emulate our success.

The teachers at HSHP are dedicated to providing the best education to the students. Our teachers attend conferences on the local, state and national levels while working on curriculum committees and serving as mentors and trainers for both new and veteran teachers. Their involvement showcases our success and allows teachers to work toward assisting in the improvement of District and campus student success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The School of Health Professions began in 1976 and was developed to allow students the opportunity to explore healthcare pathways in a coherent sequence. Although students could leave school after graduation and go into the workforce, the emphasis has always been to prepare students for college and the workforce. Our students participate in two curricula-- college preparatory and career and technology. The ninth graders receive foundations in healthcare careers through the Health Care Science and the Health/Health Advanced courses. In tenth grade, the students participate in a two period health course where they have one period dedicated to diagnostic learning and the second period is dedicated to skills (drawing/typing blood, urinalysis, etc.) During their eleventh and twelfth grade years, students participate in a cluster (major) that they wish to study a little more in-depth. These courses are based on state standards known as the Texas Essential Knowledge and Skills (TEKS) and are either traditional or innovative. Our pathways of study (14) fall under four categories; medical, dental, food management/dietetics and veterinary, which are unique within our District and State.

Students graduate either on the Recommended High School Plan or the Distinguished Achievement Plan. The school operates on an eight period block schedule which occurs over two days (A/B Day) in which four courses are taught on alternate days. The classes are ninety minutes in length and basically our school operates like a "mini-college." Ninety-eighty percent of our students are enrolled in advanced courses with 82 percent identified as gifted and talented. Through the academic courses, all the students experience both Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) classes that prepare them to be successful in higher education upon graduation. Dual credit courses, Examinations for Acceleration, and/or Advanced Placement examinations provide opportunities for students to graduate from high school with college credit hours.

The students at HSHP are not only required to take the four core courses for four years, but are required to take two-three years of foreign language (depending upon which plan they graduate on). The offerings are Spanish, Spanish for Native Speakers, French, German, or Latin. Students are required to have courses in the fine arts, physical education, speech and technology. Other courses of electives may be taken after the students have satisfied the State's requirements and the career and technology requirements. Students take six core classes a year and two cluster pathway courses a year. Both curriculums include high standards with the main goal of developing the whole student.

In keeping with the District's and school's mission of graduating students college and workforce ready, HSHP actively partners with the Dallas County Community College District (DCCCD) by providing students with dual credit opportunities, both on and off-site within each coherent sequence based on student interest. Also, several of our clusters contract with healthcare professionals and consultants who teach college-level curricula with our staff at our school, which increases the number of opportunities available to students. We are proud to involve our upper level students in these dual credit courses.

We partner with a number of healthcare facilities that provide internship opportunities for our junior and senior students. Students obtain valuable experiences by working in hospitals, doctors' offices, pharmacies, veterinary clinics and with emergency agencies, such as the fire departments' EMT units.

Fundamental to our curriculum are foundational values that support student learning. Essential to maximize student achievement are principles established by the Institute for Learning from the University of Pittsburgh and embraced by the professionals in the Dallas ISD. These principles represent research-based practices that engage students in active learning through Clear Expectations, Accountable Talk, Academic Rigor and Socializing Intelligence. The school's success is clearly due to the utilization of such practices.

2b. (Secondary Schools) English:

The students at HSHP follow a sequence of course offerings beginning with PRE-AP English in ninth and tenth grades to AP English in eleventh and twelfth grades. The English curriculum not only embraces the rigorous aspects of AP, but include the Principles of Learning to enhance instructional effectiveness whereby teachers clearly delineate expectations for learning. To support this effort, teachers attend "Laying the Foundation, Advanced Placement and Disciplinary Literacy " training in order to incorporate more rigorous strategies in the classroom, and thus raise the level of teaching and learning. Assignments take various forms from powerpoint presentations, timed writings, multimedia presentations, role playing and creative writing, just to name a few. Active questioning is used to involve all students in classroom discussions which allows information to be garnered from the highest achievers as well as those most in need. In addition to these strategies and techniques, English instructors collaborate through vertical team alignment and do interdisciplinary lessons with other core content departments. They analyze data using the District's "MyData Portal" (intranet database) where there is easy access to students' results on benchmark tests, and both state and national assessments. This system allows teachers to examine data that reveal objectives for mastery. Objectives that require additional reinforcement can also be addressed based on the retrieved data. Instructors then use the data to develop strategies to improve overall student performance.

Struggling students are provided opportunities to improve; one-on-one tutoring, before and after school teacher-led tutoring, and peer mentoring/tutoring. Other measures to reach students in need are Saturday tutorials and on-line, self-paced software programs aligned with state assessments.

3. Additional Curriculum Area:

Technology is a core competency that is essential to student success. The integration of technology is essential to preparing our students in their quest toward successful current and future endeavors in the health-care field. Students are exposed to technology in all of our clusters to provide them with skills that are necessary for positions in various medical occupations such as, dental assistant, dental lab technician, medical assistant, veterinary assistant, medical office assistant, therapy careers, scientific research and health care science. Technology-driven courses help prepare the students for the global marketplace. If students are technologically astute, they are more likely to succeed in college and the work-force. Our school's pursuit of excellence requires that we keep abreast of the state-of-the-art technology and resources in the healthcare field in order to fulfill our mission.

4. Instructional Methods:

Teaching to the students' strengths for maximum results involves teaching to the various learning styles. With that in mind, instructional methods include group discussions, lectures, field trips, powerpoint presentations and web-based lessons that serve to address the visual, auditory and kinesthetic learning styles to improve reading, writing and problem-solving skills. The utilization of analytical methods, communication and research skills provides all students with opportunities to participate in an academically rigorous curriculum that enables them to achieve their potential and participate fully in the economic and educational opportunities of Texas, the nation and the world. Active engagement and participation support student learning.

5. Professional Development:

Highly important to student success is the implementation of research-based strategies and practices. Professional development is based on the practices that lead to improved student learning. It is vital that the teachers are involved with the districtwide initiatives and goals that promote student success through the Professional Learning Communities. The CILT and campus administrator participate in staff development that focuses on the Principles of Learning and Disciplinary Literacy (Clear Expectations, Academic Rigor,

Accountable Talk, Socializing Intelligence, Learning as Apprenticeship and Recognition of Accomplishment). The CILT team and administrator in turn provide staff development to the remainder of the staff. Eventually, all staff members are required to engage in the practical application of the strategies with the main focus on promoting student learning and achievement through meaningful and rigorous content.

Learning Walks promote further learning and staff development ideas through the direct observation of classroom practices. Follow-up discussions, relevant book and article reviews assist teachers to internalize and understand the nuances of cognitive demand in their area of specialization in the study of health related courses. The cognitive demand of academic core courses are supported via the school's curricular practices (College Board Advanced Placement) and therefore, contribute to our march toward the prize of "Road to Broad."

6. School Leadership:

The leadership structure in the school involves the principal as the chief instructional leader. The CILT team serves to assist the principal in providing technical assistance and training to the staff as well as serving as mentors. The principal also is responsible for not only the daily operational duties, but to ensure that the instructional focus remains the main emphasis for teachers and students. The principal is the only one with responsibility for teacher evaluations and providing opportunities for those who are in need of assistance to keep true to the mission of academic achievement for all students.

It is believed that the environment cannot be improved from the top. The top can provide a vision, policy incentives, mechanisms for interaction, coordination and monitoring, but to realize the vision, there must be lateral development which entails people at their own level giving and receiving assistance (in effect, building capacity and shared commitment.) We, the faculty, staff and administrator operate under the guise that if leaders are cognizant of their responsibility and contribution to closing the gap (and they all are leaders in some capacity), then the result will be improvement in achievement for the students. As with any great organization, the leader must be courageous and develop the capacity to build new cultures based on trusting relationships and a culture of disciplined inquiry and action.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: TAKS

Edition/Publication Year: 2004-2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent met standard	92	94	91	83	95
Percent Commended	30	27	18	14	12
Number of students tested	136	142	126	123	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Percent met standard	93	94	94	86	96
Percent Commended	31	30	20	17	11
Number of students tested	83	92	97	75	50
2. Racial/Ethnic Group (specify subgroup): African American					
Percent met standard	81	91	77	71	94
Percent Commended	26	27	9	4	9
Number of students tested	42	46	44	48	51
3. (specify subgroup): Hispanic					
Percent met standard	92	94	98	94	100
Percent Commended	28	28	19	17	15
Number of students tested	80	83	63	54	49
4. (specify subgroup): White					
Percent met standard			92	79	
Percent Commended			42	14	
Number of students tested			12	14	

Notes:

Subject: Reading

Grade: 10

Test: TAKS

Edition/Publication Year: 2004-2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent met standard	97	100	100	83	98
Percent Commended	29	24	33	4	3
Number of students tested	136	142	126	123	118
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Percent met standard	96	98	100	85	100
Percent Commended	33	23	36	2	0
Number of students tested	83	92	97	75	50
2. Racial/Ethnic Group (specify subgroup): African American					
Percent met standard	95	100	100	77	100
Percent Commended	26	27	34	2	6
Number of students tested	42	46	44	48	51
3. (specify subgroup): Hispanic					
Percent met standard	98	99	100	85	96
Percent Commended	28	25	30	6	2
Number of students tested	80	83	63	54	49
4. (specify subgroup): White					
Percent met standard			100	93	
Percent Commended			50	0	
Number of students tested			12	14	

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 11 Test: TAKS
Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent met standard	97	98	97	97	96
Percent Commended	41	26	22	18	16
Number of students tested	141	117	118	106	121
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Percent met standard	97	97	100	97	100
Percent Commended	37	28	30	15	25
Number of students tested	84	66	64	60	58
2. Racial/Ethnic Group (specify subgroup): African American					
Percent met standard	98	98	93	100	93
Percent Commended	41	20	5	13	19
Number of students tested	46	42	46	45	42
3. (specify subgroup): Hispanic					
Percent met standard	99	98	98	96	98
Percent Commended	40	23	32	18	14
Number of students tested	82	58	54	45	63
4. (specify subgroup): White					
Percent met standard		100	100		90
Percent Commended		50	18		10
Number of students tested		10	11		11

Notes:

Subject: Reading

Grade: 11

Test: TAKS

Edition/Publication Year: 2004-2008

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent met standard	100	98	97	99	99
Percent Commended	41	45	40	32	16
Number of students tested	141	117	118	106	121
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Percent met standard	100	99	97	98	100
Percent Commended	33	48	44	25	15
Number of students tested	84	66	64	60	58
2. Racial/Ethnic Group (specify subgroup): African American					
Percent met standard	100	99	97	98	100
Percent Commended	53	39	29	36	17
Number of students tested	46	42	46	45	42
3. (specify subgroup): Hispanic					
Percent met standard	100	100	98	100	98
Percent Commended	37	45	48	29	13
Number of students tested	82	58	54	45	63
4. (specify subgroup): White					
Percent met standard		80	100		100
Percent Commended		40	36		20
Number of students tested		10	11		11

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 9
Publisher: Texas Education Agency

Test: TAKS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent met standard	99	92	85	84	93
Percent Commended	38	34	19	20	20
Number of students tested	155	148	159	138	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Percent met standard	97	91	100	99	100
Percent Commended	41	36	21	22	26
Number of students tested	101	92	97	75	57
2. Racial/Ethnic Group (specify subgroup): African American					
Percent met standard	95	84	86	71	89
Percent Commended	27	32	14	8	14
Number of students tested	43	49	50	52	49
3. (specify subgroup): Hispanic					
Percent met standard	98	95	85	89	98
Percent Commended	27	30	23	26	23
Number of students tested	98	85	93	66	53
4. (specify subgroup): White					
Percent met standard				100	92
Percent Commended				25	8
Number of students tested				12	13

Notes:

The columns under the "White" subgroup where there are zeros denotes that the population was not large enough to be figured into the calculation

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 9 Test: TAKS
Publisher: TEA

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Percent met standard	99	99	100	99	99
Percent Commended	64	47	49	25	13
Number of students tested	155	148	159	138	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Percent met standard	99	100	100	99	100
Percent Commended	58	52	48	26	16
Number of students tested	101	92	97	75	57
2. Racial/Ethnic Group (specify subgroup): African American					
Percent met standard	100	100	100	100	98
Percent Commended	68	45	56	21	2
Number of students tested	43	49	50	52	49
3. (specify subgroup): Hispanic					
Percent met standard	99	99	100	100	100
Percent Commended	61	50	47	25	21
Number of students tested	98	85	93	66	53
4. (specify subgroup): White					
Percent met standard				91	100
Percent Commended				27	15
Number of students tested				12	13

Notes:

In the "White" subgroup, zeros denote that there were not enough participants to figure into the equation.