

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Ken Hoskins

Official School Name: Garden City High School

School Mailing Address:

P O Box 9  
240 W Bearkat AVE  
Garden City, TX 79739-0009

County: Glasscock    State School Code Number\*: 087-901

Telephone: (432) 354-2244    Fax: (432) 354-2503

Web site/URL: http://www.gckats.net/    E-mail: tkhoskins@gckats.net

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\*: Mr. Steve Long

District Name: Glasscock County ISD    Tel: (432) 354-2230

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. Andy Wheeler

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 0        | Elementary schools (includes K-8) |
| 0        | Middle/Junior high schools        |
| 0        | High schools                      |
| 1        | K-12 schools                      |
| <b>1</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 20205

**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.

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           | 6     |            |              | 0           |
| K  |            |              | 0           | 7     | 15         | 7            | 22          |
| 1  |            |              | 0           | 8     | 16         | 10           | 26          |
| 2  |            |              | 0           | 9     | 10         | 6            | 16          |
| 3  |            |              | 0           | 10    | 6          | 11           | 17          |
| 4  |            |              | 0           | 11    | 9          | 12           | 21          |
| 5  |            |              | 0           | 12    | 9          | 16           | 25          |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | 127         |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
47 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
53 % 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: 15 %

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.   | 18     |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 21     |
| (3) | Total of all transferred students [sum of rows (1) and (2)].   | 39     |
| (4) | Total number of students in the school as of October 1.  | 262    |
| (5) | Total transferred students in row (3) divided by total students in row (4).                          | 0.149  |
| (6) | Amount in row (5) multiplied by 100.   | 14.885 |

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 25

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 122

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: 11 %

Total Number of Students Served: 27

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>2</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>13</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>12</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>3</u>         | <u>0</u>         |
| Classroom teachers                    | <u>28</u>        | <u>0</u>         |
| Special resource teachers/specialists | <u>2</u>         | <u>0</u>         |
| Paraprofessionals                     | <u>6</u>         | <u>0</u>         |
| Support staff                         | <u>16</u>        | <u>1</u>         |
| Total number                          | <u>55</u>        | <u>1</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 10 :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%.

|                          | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97%       | 97%       | 97%       | 97%       | 97%       |
| Daily teacher attendance | 96%       | 95%       | 97%       | 97%       | 96%       |
| Teacher turnover rate    | 3%        | 8%        | 6%        | 4%        | 3%        |
| Student dropout rate     | 0%        | 0%        | 0%        | 0%        | 0%        |

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

|  |            |          |
|--|------------|----------|
| Graduating class size                      | 17         |          |
| Enrolled in a 4-year college or university | 82         | %        |
| Enrolled in a community college            | 0          | %        |
| Enrolled in vocational training            | 12         | %        |
| Found employment                           | 0          | %        |
| Military service                           | 0          | %        |
| Other (travel, staying home, etc.)         | 6          | %        |
| Unknown                                    | 0          | %        |
| <b>Total</b>                               | <b>100</b> | <b>%</b> |

## PART III - SUMMARY

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The unique characteristics and talents of each individual student are the “gold” of Glasscock County ISD. Veins of gold are discovered and mined by a gifted faculty in elementary school. The mission of the secondary educational program provides the opportunities for each student to design the jewelry they are to become. The shining success appears when students are learning, working, and living in the twenty-first century as contributing members of society.

The strong, faith based community has changed the land known for mesquite trees, cactus, and limited water supply into one of the leading agricultural regions in the state. The work ethic, loyalty of close-knit families, community pride, and expectations for success replicate from the community into the school. The tradition and continuity of a deep, rich education is historically rooted in the legacy of land passing from generation to generation. Students learn to be competitors with themselves, in their schools, and statewide just as their parents have competed with the environment to be successful. Milestones faced by community and students center around rural location and small population. Technology provides innovative solutions, providing students educational opportunities that are not available locally. Instead of a detriment, the small number of students fosters the sense of loyalty found in one, caring family. Students encourage, mentor, and challenge each other to be the best.

A measurement of school strength is the growth of the learning continuum during the last five years. The TAKS ratings have progressed from academically acceptable in 2004-2005 to exemplary in 2008-2009. Students continue to challenge themselves academically. Over the past five years, 100% of students graduated. 74.5% of these graduating seniors attended college, 13.75% pursued vocational certifications, while 13.75% entered the work force. College bound students earned over \$500,000 in scholarships. Scholarships awarded include a National Merit Scholarship, university Presidential and departmental scholarships, state academic scholarships from UIL and TMSCA, 4-H and FFA scholarships, and numerous local scholarships. Many of our students now have careers in medicine, engineering, business, education, energy, and agriculture.

Academic competitions produced a Class 1A Academic Team State Championship for Garden City in 2006. Forty-one students qualified to the state level of UIL academic competition since 2005. Attending the Texas Math and Science state competitions since 2005 were forty three high school students and fifty junior high students. The Business Professionals of America qualified forty-four students, FFA qualified thirty-two students, robotics qualified seventeen students, and 4-H qualified ninety-eight students for state competition since 2005. Although many small schools are unable to keep their fine arts programs, GCISD has several choices of courses and encourages the students to participate in these programs. We believe that a fine arts program is an integral part of a well rounded education.

Garden City athletics continues the tradition of competitive excellence with many state qualifiers. Since becoming a 6-man school in 2004, the Bearkats qualified for the playoffs for the last four years. Garden City won the 6-man Division I state football championship in 2009. Carrying out the tradition, both basketball teams advanced to the state tournament in 2007. Golf teams have advanced to state competition since 2007. The tennis doubles team won state in 2006 and 2007. Track and power lifting also add to this tradition of excellence by qualifying several athletes for their respective state meets each year. Garden City Secondary School and our community provide many diverse activities for students to discover and develop their unique characteristics and talents. The secondary school takes pride in offering a wide range of challenges, opportunities, and competitions. All students who have the desire and a competitive attitude can achieve gold.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The Garden City Independent School District is dedicated to the education and growth of its student body, both now and in the future. The goal of GCISD is to give each and every student the education and tools needed to perform well in day to day learning and surpass the state mandated assessment.

Garden City ISD is evaluated by the Texas Assessment of Knowledge and Skills (TAKS) testing. TAKS is a standardized test given to all Texas public education schools. Each school administers the same state approved assessment given across multiple grades gauging the expected mastery of grade level content. All schools must adhere to the same guidelines and rules of administering the test, and all evaluations are completed by a higher state agency.

The state creates a minimum performance level that schools must meet or exceed. Throughout the past five years Garden City has improved from academically acceptable to recognized, and most recently, to the coveted exemplary rating. Due to the size of GCISD's student body, each individual student's failure to meet expectations would affect the overall scoring at a much greater percent than a larger student body. Therefore, Garden City takes a very active interest in each student's individual success. With GCISD's focus on each individual student, district scores have risen consistently, including a large jump within the ELA and Math fields from the 04-05 to the 05-06 school years. Since, GCISD has attained an astounding 99% exit level success rate for the past three years.

All Garden City secondary classes (grades 7-11) take the English Language Arts/Reading portion of the Texas Assessment of Knowledge and Skills Test. The ELA portion is designed to test basic reading comprehension, literary elements and general writing skills. Seventh grade students begin testing on their general reading and composition writing abilities. By the time the student is ready for the exit level test, he/she must test on four criteria: reading comprehension, revising and editing, short answer analysis and personal narrative composition. The state average from seventh grade to exit level within ELA ranges from state rating of the mid-eighties to the low-nineties. In the 04-05 academic school year, Garden City hovered around the state average. Since then, GCISD has vaulted into consistent mid-ninety percent passing. Including, a consistent ninety-nine percent passing rate at the exit level assessment.

In addition to ELA, all secondary students must also perform well on the Math portion of the Texas Assessment of Knowledge and Skills test. In the early secondary levels, testing focuses on applying basic math skills to algebraic and geometric thinking and reasoning. At the exit level, testing covers foundations for the assessment of Algebraic, Geometric, Quadratic, Exponential, Logarithmic and Rational functions. The State average has changed consistently within the past years beginning with a fifty to sixty percent pass rate within the 05-06 school years. The average then improved to within the seventy percentile the following year. The last two years have shown the state average reaching all the way into the eightieth percentile. As the state minimum increased, rather than being satisfied with already above average scoring, Garden City continued to improve district scores from the eightieth percentile to the ninetieth, and ultimately at a ninety-nine percent exit level pass rating for the past three years.

### 2. **Using Assessment Results:**

Assessment data is a key tool Glasscock ISD uses to help our students succeed. We spend time at the beginning of the year assessing our students data from the previously years TAKS test. Once we get it broken up by grade level and determine the strengths and weaknesses of each class, we move to individuals. Each student's scores are broken down by objectives in which they were successful in and those they need

improvement on. We work as a group to fill the gaps those students have. In December, we give our students benchmark test to see their progress. Those test are also broken down by objective to see our students weaknesses. Students are brought in before school on certain weeks depending on which objective they need help with week by week, objective by objective.

We are very blessed to have the same students year after year. Our teacher turnover is very minimal so we know our kid's strengths and weaknesses. Being a small school, we get to know our students and their parents; this makes it much easier to keep track of their progress each year. We also teach the same students for several years in a row so we know their strengths and weaknesses.

Our high school teachers look at the PSAT and ACT scores to help them determine what they need to help the students with. Students can take the PSAT all four years of high school and see if they are making improvements in each category. In Science, we determined our greatest weakness was in Earth Science; we switched the order we teach to make sure we covered these objectives before the TAKS. This effort begins in Elementary where the kids learn the basic skills needed to be successful learners. We strive as a school district to make sure each student leaves here with the knowledge to be a successful and productive individual.

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

Here at Garden City High School, we take pride in being actively involved with our parents and community. A great asset of our district is our extensive website. The website informs parents, students, community members, and others outside of our district. The website has access to all teacher and administrative web pages, email and blogs. The school calendar contains events and times for all to view. Public notices are available including accountability ratings, campus improvement plans, superintendent reports, and school board meeting minutes and agendas. A parent portal and email are essential in communicating between parents and faculty. The parent portal is set up to help the parents monitor their student's grades. If needed, they may contact the teacher directly through email.

TAKS scores are sent directly by mail to the parents with a letter explaining the data. If parents have questions, they are encouraged to contact our testing coordinator. If a student fails to meet the required standards, TAKS tutorials are assigned to give the student additional help. If a student is unsuccessful after the second testing, summer school is available to prepare them for the next test date.

Our open house in the fall and spring is an excellent way for parents and members of the community to meet the staff and discuss any concerns, as well as tour the school. Glasscock County ISD uses parent-teacher-student compacts and community surveys and needs assesments to collaborate effectively with community and parents. Progress reports and report cards are sent out at the three weeks and six weeks, respectively.

Important reminders are included at the bottom of every progress report and report card to inform parents of upcoming events. Teachers are available for tutorials every morning and at additional time as needed.

At Garden City High School, we encourage and seek parent and community involvement to ensure the success of all of our students in and out of the classroom.

### **4. Sharing Success:**

As Glasscock County ISD has garnered student academic success, we have shared with other districts the keys to our success. Two such keys are our Accelerated Reading Program and Reading Plus Program. Other school districts have visited our campuses to learn how we have incorporated these programs into our curriculum, as these programs have greatly enhanced our students' reading and comprehension performance levels. Glasscock Co ISD is always looking for leading edge technology to help our students excel in their education. We at GCISD are always happy to share the successes and failures of such programs with others. Our staff has partnered with other schools in judging UIL academic events. We have students attend

the John Ben Sheppard Leadership Program to bring back skills to fellow students and to share with other students with whom they may come in contact at school related activities. One of our students with an anorexia problem shared her story with fellow students, as well as, students of several other school districts. We had a student in the pageant circuit spread her platform of childhood obesity to students statewide. A group of our students went to Jacksboro ISD to present a skit on healthy eating habits. We currently have a robotics team that will go to a Gifted and Talented Conference for educators, where they will share their unique project. GCISD has an extensive and detailed website, where we share the activities and programs in our community with all who visit the site. We continue to have numerous requests from other districts to examine our modified class scheduling. We have a regular eight period schedule Monday through Wednesday and a modified block on Thursday and Friday. This schedule works well for our staff and students with special projects, and it also minimizes the time student athletes miss class. Glasscock Co ISD has always been happy to share with other districts our means of ensuring students success, and when awarded the Blue Ribbon Award status we will continue to do so.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Garden City High School consists of grades 7-12 with an enrollment of 130 students. The community is grounded in agriculture and energy with a population of approximately 350 people. These characteristics form the basis for a school curriculum that is designed to adequately instruct the students to prepare them for opportunities in advanced education and successful careers in today's competitive job market.

The essential elements of education form the foundation of the curriculum. These are: English Language Arts, Reading; Mathematics, Science, and Social Studies, consisting of Texas, United States, and World History; Government and Geography, all as prescribed by the Texas Education Code.

There are general classes, advanced classes as well as college classes that are available to every student. The available classes for the English curriculum are 7<sup>th</sup> and 8<sup>th</sup> grade English, freshmen English, English 1-4, and Pre AP II and AP III. Journalism is offered as an elective.

The mathematics curriculum consists of 7<sup>th</sup> math, 7<sup>th</sup>/8<sup>th</sup> math, and 8<sup>th</sup> math, Algebra I, Geometry, Algebra II, Calculus and Pre-Calculus. Math Models is also offered as an elective.

The Science curriculum consists of 7<sup>th</sup> and 8<sup>th</sup> grade science, IPC, Biology, Chemistry, AP Biology, and Physics. Environmental Science and Anatomy/Physiology are offered as electives.

The Social Studies curriculum consists of 7<sup>th</sup> and 8<sup>th</sup> grade History, World Geography, World History, US History and Government/Economics.

These core areas are taught by two teachers in each department. This allows for a sufficient teacher-student ratio which in turn maximizes successful instruction. In addition, Garden City High School uses the most current technologies available to keep up with the ever changing tide of education. Students have access to their own individual laptop computers provided by the school. Teachers have at their disposal such peripherals as mounted projectors, smart-boards, instructional software, as well as web-based learning sites to enhance the student's learning experience. The quality of this instruction is further exemplified by the active participation of the students with the teacher. Interaction is an important part of the educational process. Teaching methods such as "grouping", are used extensively so that students may learn "on task" while working together with each other as well as their instructor. The traditional methods of teaching from the textbook are certainly not abandoned, but a more "participatory" approach is used with more frequency from year to year as technological advances become more available to the classroom.

While the foundation curriculum supplies the essential core of education, Garden City High School also incorporates an "enrichment" curriculum. This program includes: Foreign Language, Spanish I - III; Health, Physical Education, Career and Technology Instruction, Technology Applications: Computer Science, Computer Maintenance, Video Tech, Desktop publishing and Yearbook; Vocational Agriculture, Fine Arts: Speech, Media Literacy, Public Speaking, Art, Band, and Guitar.

## **2b. (Secondary Schools) English:**

(This question is for secondary schools only)

Because language is a base for thinking, learning, and communicating, the English language arts program at Garden City encompasses all curricular areas. Fostering cross-curricular connections not only improves critical thinking skills, but it also increases motivation in all our students.

The one-to-one laptop program has greatly enhanced the English language program both in and out of the classroom. Students have direct access to assigned readings and lessons from their laptops at all times. The Reading Plus program is used to identify struggling students and provide intervention for 7<sup>th</sup> and 8<sup>th</sup> grades and beyond. Our vocabulary instruction is based on Greek and Latin Roots allowing students to unlock the meanings of words in any discipline.

The majority of our students have been a part of this remote community from birth, so it is our responsibility to introduce them to culturally diverse texts and experiences. Students participate in spoken and written conversations on a wide range of issues through thematic units coordinating expository texts, documentaries, and film. An extensive collection of classroom sets of novels and non-fiction books, both classic and contemporary, are used to promote reading skills and provide topics for discussion and writing. Our English classes regularly attend theater performances.

Student laptops provide access for research through an online database program and the Alexandria researcher of the school's library collection. The technology available to our students allows them to learn to write not only for the classroom today, but for the world tomorrow.

We encourage our students to participate in UIL academic competition. Many of these events extend English language arts beyond the classroom and prepare students for college and future careers.

Pre-AP and AP English courses offer a more rigorous English curriculum to better prepare students for higher education. Each year, we have students who earn college credit for scores received on AP exams. Our students also earn dual credit from English courses taught online through Howard College.

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

Gold, like any other precious resource, derives its value from its rarity. And throughout time, people have gone to great lengths to acquire valuable commodities like gold, using as many methods as were needed. The mission statement for Glasscock County ISD is "Mining for Gold", and we do our best to treat the success and education of our students like the precious commodity that it is. A large part of that mission is providing an education that is well rounded and allows the students to discover and experience the benefits of every academic discipline.

The Social Studies curriculum is designed to expose the students to several areas, each with its own unique and important benefit. Students will be exposed to two years of American History. This is crucial in giving them the opportunity to know how and why our country has become what it is today. Texas History will allow the students to have a better understanding of how the great state of Texas came into being, how its unique history developed and how it continues to be a leading player in the national and world stage today. Students also learn World Geography, gaining an understanding of how the physical attributes of different areas of the world helps shapes the cultures that emerge there as well as the political and social ramifications of geographic and cultural differences. World History provides a survey of the great civilizations of the past, highlighting the achievement and accomplishments of many different cultures and how they have helped to shape the world we live in today.

The goal of learning in the Social Studies program is not to simply memorize important dates or be able to identify some location on a map; while those are good skills and knowledge to have, much more important is the ability to identify major themes and cause and effect relationships. When students can take the knowledge from History and apply it to the world around them, seeing how the lessons of history are repeated, then we have allowed them to “mine” the gold in Social Studies and let that knowledge become a valuable commodity in their lives.

#### **4. Instructional Methods:**

Learning styles are as numerous as the children who walk through our doors. Glasscock County ISD is committed to using whatever styles, methods and means necessary to reach each and every student.

Success in a school district starts with the teachers. As with most every teacher, the faculty of Glasscock County ISD is willing to spend the time necessary to give students every opportunity to succeed. The administration helps that by scheduling a tutorial time into the day, allowing students who are struggling in an area to receive one on one help.

The administration has also been active in providing training in how to reach the students of the new millennium. This makes its way into the classroom by a focus on project based learning which allows students with different types of abilities the opportunity to use their skills to relay the information they have learned in a variety of ways as opposed to simply marking answers on a multiple choice test. The commitment to technology, evidenced in our school laptop program and the training teachers receive in how to use it, allow us to better reach students who have some difficulty in learning. Students who struggle with motor skills can use technology to express their thoughts. Students who have testing issues can create presentations that convey the information learned. Students with language issues can use technology to help bridge the gap between language and cultures under the guidance of our ESL teacher. By reaching the students of today through techniques such as video and multi-media technology and encouraging experiential learning, Glasscock County ISD makes every effort to reach every child.

We treat our student’s success like the valuable commodity that it is and do whatever we have to do in order to bring it to the surface, so that they can have the opportunity to excel. We are “MINING FOR GOLD”.

#### **5. Professional Development:**

The Professional Development Program at Garden City High School is designed to assist in meeting the needs of an ever changing student population. Our program starts in the summer, with teachers attending various workshops of their choosing. At the beginning of each school year, professional development continues as a complete faculty. We focus on continuity of education, integrating technology in our teaching and mentoring new teachers. Our teaches also participate in hands on CPR, AED and First Aid Training which enables them to take the appropriate actions in case of emergency.

Speakers, with the primary focus on encouragement and motivation of the faculty as they deal with the students and their needs, are made available throughout the year. Faculty members are encouraged to actively participate in Campus Committees, thus assisting the school improvement process.

Technology is utilized via the school website, accessible 24 hours a day, enabling parents, students and the community updated access to various school activities and specific student information. The TASB policy manual is available online if needed.

Teachers have daily conferences, or planning periods, and monthly faculty meetings to discuss upcoming events and appropriate student intervention when necessary. Participation in a staff wellness program is encouraged and includes yearly lab work, health screenings, weight loss competitions and walking

programs. The teachers are thus encouraging healthy lifestyles, setting a positive example for the students, thus decreasing faculty absenteeism and increasing productivity.

Because we expect our students to demonstrate continuous improvement, by utilizing a planned professional development program, we can provide many opportunities for our entire faculty to grow and improve.

We know that as our teachers' classroom and human relation skills get better, the opportunity for continuous student improvement and ultimately high student achievements becomes much greater. Students will be successful in the areas you emphasize as important.

## **6. School Leadership:**

As the Principal, setting high expectations for your faculty starts with setting high expectations for yourself. We demand the best from ourselves, our colleagues and our students.

Communication is key to the relationship between the Principal and faculty. We have an "Open Door" policy at Garden City. Teachers have the freedom, and are encouraged, to visit with the Principal – one on one and face to face – on a daily basis. Monthly faculty meetings help to ensure that we stay on the same page concerning policies and programs. There is a constant flow of communication between the administration and faculty via group meetings, individual meetings, and daily emails to maintain a consistent, unified direction.

We work through emails and meetings to maintain a good rapport with students and parents so that they understand our goals and the methods we will take to achieve those goals. Our teachers and administration are open in their communication with parents so that we can best reach our common goal of student success. Teachers are encouraged by the Principal to attend outside meetings and workshops where they can develop and refine the skills needed become the best teachers and people they can possibly be.

The same principles of communication and consistency are essential in leading the students. Students will achieve what you emphasize as important. Letting students know your expectations, outlining how you will achieve them and being consistent in your discipline and decisions allows the students to embrace your school goals.

As the Principal and campus leader, actions will definitely speak much louder than words. If you want your faculty to be effective, you must provide them with a role model to follow. As an instructional leader you must always be firm, fair and positive, having the student's best interests as your main concern.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: Math

Edition/Publication Year: 200

Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 89        | 84        | 95        | 95        |           |
| Commended   | 47        | 40        | 47        | 21        |           |
| Number of students tested   | 19        | 25        | 19        | 19        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  |           | 86        |           | 90        |           |
| Commended   |           | 21        |           | 10        |           |
| Number of students tested   |           | 14        |           | 10        |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  |           | 73        |           |           |           |
| Commended   |           | 18        |           |           |           |
| Number of students tested   |           | 11        |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not ave a complete 04-04 taks report.

Subject: Reading  
Edition/Publication Year: 2003

Grade: 10 Test: ELA  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 100       | 92        | 95        | 100       |           |
| Commended   | 32        | 28        | 26        | 21        |           |
| Number of students tested   | 19        | 25        | 19        | 19        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  |           | 86        |           | 100       |           |
| Commended   |           | 21        |           | 20        |           |
| Number of students tested   |           | 14        |           | 10        |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  |           | 82        |           |           |           |
| Commended   |           | 9         |           |           |           |
| Number of students tested   |           | 11        |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have a complete 04-05 taks report.

Subject: Mathematics  
Edition/Publication Year: 2003

Grade: 11 Test: Math  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 96        | 100       | 100       | 96        |           |
| Commended   | 63        | 75        | 26        | 33        |           |
| Number of students tested   | 24        | 16        | 19        | 27        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  | 92        |           |           |           |           |
| Commended   | 42        |           |           |           |           |
| Number of students tested   | 12        |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  | 90        |           |           |           |           |
| Commended   | 30        |           |           |           |           |
| Number of students tested   | 10        |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have a complete 04-05 taks report.

Subject: Reading  
Edition/Publication Year: 2003

Grade: 11 Test: ELA  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 100       | 100       | 100       | 100       |           |
| Commended   | 44        | 35        | 47        | 27        |           |
| Number of students tested   | 25        | 17        | 19        | 26        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  | 100       |           |           |           |           |
| Commended   | 23        |           |           |           |           |
| Number of students tested   | 13        |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  | 100       |           |           |           |           |
| Commended   | 18        |           |           |           |           |
| Number of students tested   | 11        |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have a complete 04-05 taks report

Subject: Mathematics  
Edition/Publication Year: 2003

Grade: 7 Test: Math  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Percent Met Standard  | 91        | 72        | 94        | 94        |           |
| Commended   | 59        | 6         | 29        | 50        |           |
| Number of students tested   | 22        | 18        | 17        | 18        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Percent Met Standard  | 78        | 60        |           |           |           |
| Commended   | 44        | 0         |           |           |           |
| Number of students tested   | 10        | 10        |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have 04-05 completed taks results.

Subject: Reading  
Edition/Publication Year: 2003

Grade: 7 Test: Reading  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Percent Met Standard  | 95        | 89        | 89        | 95        |           |
| Commended   | 62        | 22        | 17        | 47        |           |
| Number of students tested   | 21        | 18        | 18        | 19        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   | 0         | 4         | 2         | 2         |           |
| Percent of students alternatively assessed                                  |           | 100       | 100       | 100       |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Percent Met Standard  |           | 80        |           |           |           |
| Commended   |           | 10        |           |           |           |
| Number of students tested   |           | 10        |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Percent Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have a 2004-2005 complete set of test results.

Subject: Mathematics  
Edition/Publication Year: 2003

Grade: 8 Test: Math  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 89        | 94        | 88        | 76        |           |
| Commended   | 28        | 29        | 47        | 16        |           |
| Number of students tested   | 18        | 17        | 17        | 25        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  |           |           |           | 62        |           |
| Commended   |           |           |           | 15        |           |
| Number of students tested   |           |           |           | 13        |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  |           |           |           | 58        |           |
| Commended   |           |           |           | 17        |           |
| Number of students tested   |           |           |           | 12        |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have an 04-05 completed taks report.

Subject: Reading  
Edition/Publication Year: 2003

Grade: 8 Test: Reading  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 94        | 100       | 94        | 81        |           |
| Commended   | 33        | 50        | 56        | 35        |           |
| Number of students tested   | 18        | 18        | 18        | 26        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  |           |           |           | 69        |           |
| Commended   |           |           |           | 23        |           |
| Number of students tested   |           |           |           | 13        |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  |           |           |           | 67        |           |
| Commended   |           |           |           | 25        |           |
| Number of students tested   |           |           |           | 12        |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have 04-05 completed taks reports.

Subject: Mathematics  
Edition/Publication Year: 2003

Grade: 9 Test: Math  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 100       | 100       | 85        | 89        |           |
| Commended   | 38        | 76        | 35        | 47        |           |
| Number of students tested   | 16        | 17        | 26        | 19        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  |           |           | 75        |           |           |
| Commended   |           |           | 17        |           |           |
| Number of students tested   |           |           | 12        |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  |           |           | 64        |           |           |
| Commended   |           |           | 18        |           |           |
| Number of students tested   |           |           | 11        |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have a complete taks report for 04-05.

Subject: Reading  
Edition/Publication Year: 2003

Grade: 9 Test: Reading  
Publisher: Tea/Pearson

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   |           |           |           |           |           |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| Met Standard  | 100       | 100       | 96        | 100       |           |
| Commended   | 35        | 53        | 44        | 39        |           |
| Number of students tested   | 17        | 17        | 25        | 18        |           |
| Percent of total students tested  | 100       | 100       | 100       | 100       |           |
| Number of students alternatively assessed                                   |           |           |           |           |           |
| Percent of students alternatively assessed                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| Met Standard  |           |           | 91        |           |           |
| Commended   |           |           | 18        |           |           |
| Number of students tested   |           |           | 11        |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| Met Standard  |           |           | 91        |           |           |
| Commended   |           |           | 18        |           |           |
| Number of students tested   |           |           | 11        |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| Met Standard  |           |           |           |           |           |
| Commended   |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We do not have a complete taks report for 04-05.