

PART I - ELIGIBILITY CERTIFICATION

11TX3

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

1. Number of schools in the district: 154 Elementary schools
 (per district designation) 32 Middle/Junior high schools
39 High schools
0 K-12 schools
225 Total schools in district
2. District per-pupil expenditure: 9387

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|--|----|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 75 | 75 |
| K | 0 | 0 | 0 | | 7 | 0 | 75 | 75 |
| 1 | 0 | 0 | 0 | | 8 | 0 | 65 | 65 |
| 2 | 0 | 0 | 0 | | 9 | 0 | 56 | 56 |
| 3 | 0 | 0 | 0 | | 10 | 0 | 53 | 53 |
| 4 | 0 | 0 | 0 | | 11 | 0 | 31 | 31 |
| 5 | 0 | 0 | 0 | | 12 | 0 | 32 | 32 |
| Total in Applying School: | | | | | | | | 387 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
17 % Black or African American
71 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
9 % 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 2009-2010 school year: 3%
 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, 2009 until the end of the school year. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year. | 12 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 12 |
| (4) | Total number of students in the school as of October 1, 2009 | 413 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.03 |
| (6) | Amount in row (5) multiplied by 100. | 3 |

8. Percent limited English proficient students in the school: 3%
 Total number of limited English proficient students in the school: 13
 Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 70%
 Total number of students who qualify: 268

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 100%
 Total number of students served: 5

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>5</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>2</u> | <u>0</u> |
| Classroom teachers | <u>39</u> | <u>0</u> |
| Special resource teachers/specialists | <u>1</u> | <u>0</u> |
| Paraprofessionals | <u>2</u> | <u>0</u> |
| Support staff | <u>15</u> | <u>0</u> |
| Total number | <u>59</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: 10:1

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

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 98% | 98% | 98% | 97% |
| Daily teacher attendance | 96% | 96% | 95% | 95% | 96% |
| Teacher turnover rate | 3% | 2% | 1% | 1% | 0% |
| High school graduation rate | 100% | 100% | % | % | % |

If these data are not available, explain and provide reasonable estimates.

2009 was the first graduating class for the campus.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

| | |
|--|--------------------|
| Graduating class size: | <u>43</u> |
| Enrolled in a 4-year college or university | <u>86%</u> |
| Enrolled in a community college | <u>14%</u> |
| Enrolled in vocational training | <u>0%</u> |
| Found employment | <u>0%</u> |
| Military service | <u>0%</u> |
| Other | <u>0%</u> |
| Total | <u>100%</u> |

Irma L. Rangel Young Women's Leadership School (YWLS) opened its doors in August of 2004 with 124 students in grades 7 and 8 as the first public all-girls school in the state of Texas. The program now serves an ethnically, culturally and linguistically diverse student population of almost 400 girls in grades 6-12. Rangel YWLS is unique in that it is a single gender school offering students the opportunity for an education which omits sexual stereotypes in an environment where differences in learning are valued.

The staff and administration have received training related to gender specific education from recognized researchers and developmental psychologists. The vision of the school community is to prepare young women with the confidence and knowledge to graduate from high school, enter and graduate from college prepared to compete in a global society.

Our campus has created a culture built on traditions. Yearly, we host an Installation Ceremony which welcomes new students and staff members into the Rangel family. Traditions Week promotes sisterhood, Panther Pride, and year-long bragging rights as 'Powder Puff Champions'. During the 'Crossing Over Ceremony', 9th graders are officially inducted into the 'sisterhood of the Plaid Skirts'. We recognize that learning occurs outside the classroom. Students annually travel to NASA Space Center - Houston, Texas; Austin, Texas; and Washington, D.C. in grades 6, 8, and 10 respectively. Our school founder, Lee Posey, is honored each year via 'Lee Posey Day'.

The school operates on a modified block schedule with enrichment/advisory weekly. The enrichment period affords teachers the opportunity to provide assistance for skill building or preparations for academic competitions during the school day while advisory period promotes relationship building. The advisor is a student advocate who serves as the link between home and school. The staff has designed an advisory curriculum with topics and activities that address community service, the value of leadership, and character development.

Leadership is paramount. Not only are students expected to exhibit extraordinary leadership, the teachers are expected to lead by example. Rangel YWLS has been fortunate enough to produce three STEM award winners and a CITI Bank Financial award winner, each receiving \$5,000 - \$10,000 to be used in classroom innovations.

- Leadership based curriculum - The students have many opportunities to explore math, science and technology in a variety of real-world situations. Each year middle school students are required to participate in at least one Winston Science competition event. This is in addition to all their exposure to STEM and Visioneering through other school activities.
- Community Service - Community service is of high priority at Rangel YWLS. All students are expected to earn between five and thirty-five hours annually. Many of our students participate in school organizations which emphasize community service such as Environmental Leadership Program, Student Council, LULAC, Peer Assistance and Leadership (PALS), and Key Club (first all-female chapter in the country).

A major component of the Rangel YWLS mission is to ensure that students graduate from college. The most significant way to achieve this goal is through our full-time College Bound Advisor who works with students from 6th grade through college.

Vertical alignment is another major component which supports achieving the campus mission. We are fortunate to have vertical alignment from grade 6 through grade 12 in all curricular facets. Teachers work together to prepare students for their journey through high school and beyond.

Two major competitions that prepare our students in a rigorous academic setting are Academic Decathlon and University Interscholastic League (UIL) Academics. Each year students advance in these competitions. The Rangel community is dedicated to creating global awareness. This is created through a school-wide United Nations Fair and foreign language programs. Real-world applications are provided through many programs with the community including Career CREWS, Mock Trial, and other career readiness activities. By providing high quality instruction through programs such as Laying the Foundation and the Infinity Project, we ensure students are exposed to a comprehensive education.

Health and wellness are cornerstones to the Rangel YWLS program. Because our students are expected to develop the mind and body, the school strives to expose a healthier way of life. Over the last six years, many programs have been instituted at the school including more traditional programs such as intramural sports, recreational sports teams (Lacrosse, soccer, basketball, and volleyball), dance teams, and cheerleading. Additionally, we have offered a broader spectrum of activities in the form of yoga, self-defense, and workout programs that monitor student progress outside of school. Lastly, we focus on the nutritional aspect of healthy living with daily vegetables/fruits provided via the district lunch program and healthy snack choices included with the after-school program.

1. Assessment Results:

Within the state of Texas, campus state accountability rating levels are determined by performance on the state exam, Texas Assessment of Knowledge and Skills (TAKS). Four academic areas are assessed Reading/English language arts, mathematics, science, and social studies from grade 3 - grade 11. A campus receives a rating primarily based on combined performance in the four tested areas. The ratings are Exemplary, Recognized, Academically Acceptable (AA), and Academically Unacceptable (AU). A campus garners the top rating of Exemplary with at least 90% of all students passing or Meeting Standard in each tested area. An individual student scale score of at least 2100 indicates passing or Met Standard and a scale score of 2400 or better reflects Commended Performance in addition to college readiness standards. Rangel YWLS received a campus rating of Recognized from the Texas Education Agency for student performance during 2005-2006 and 2006-2007, while earning an Exemplary rating 2007-2008, 2008-2009, and 2009-2010. Additional honors bestowed upon the campus based on TAKS performance were Gold Performance Acknowledgement (GPA) in the areas of Commended on Reading, Commended on Math, Commended on Writing, Commended on Science, and Commended on Social Studies. The GPA system acknowledges campuses for high performance on indicators other than those used to determine accountability ratings. (<http://www.tea.state.tx.us/>)

TAKS results represent the school's progress in reaching all ethnic and economic sub-groups within the student body. The assessment data provides the campus with a more comprehensive snapshot of student abilities across the content areas. Our goal as a campus as it relates to assessment in all areas tested is not only to meet the standards, but also increase the number of students that perform at the commended level each year. If students are scoring at the commended level, they are more likely to be successful in college.

After analyzing TAKS results from 2005-2007, commended performance was higher for students of color in the area of reading when comparing math and reading. In the area of mathematics, African American students showed growth ranging from 1-10 percentage points. In the area of reading, students of color showed more growth than decline in commended performance. The trend for students in grades 9-11 mirrored grades 6-8. Students in grades 9 and 10 scored higher in the area of reading when comparing their results to mathematics. The students showed growth in the area of reading/English language arts commended performance each year ranging between 10-20 percentage points.

After analyzing TAKS results from 2008-2010, there was a slight performance gap among students of color and White students ranging from 5-10 percentage points in grades 6-8. Students of color in grade 7 scored higher in mathematics than in reading. Data analysis of grades 9-11 student performance indicated that all subgroups scored higher in reading/English language arts commended performance. Students in grade 11 showed gains in both mathematics and reading/English language arts.

A noticeable discrepancy exists between met standard and commended performance. This is a major concern because of our college-bound culture and college preparatory curriculum. Every student upon graduation from Rangel YWLS should be academically prepared to enroll in a college-level course and perform at an acceptable level. After roundtable discussions with the faculty about this issue, it was decided that targeted skills must be enhanced by regular use daily in the classroom. These are skills of critical thinking, reasoning ability, and writing. Increasing performance in regards to these skills will assist with reaching two additional campus goals of increasing the number of students receiving qualifying scores on Advanced Placement exams and increasing the number of National Merit Finalists. Our third senior class, class of 2011, earned one National Merit Semi-Finalist who has advanced to the final round of National Merit selection.

A primary campus goal as it relates to TAKS performance is increasing the number of students that score at the commended level in all tested areas. This indicates proficient college readiness. It is critical that

the achievement gap is closed between all subgroups and will continue to be addressed directly by before/after school enrichment, peer assisted tutoring and active use of various online technology resources. Teachers will remain committed in attending professional development sessions designed specifically for addressing instructional practices regarding varied learners.

Our ultimate goal as a campus as it relates to assessment is to ensure that we are preparing girls to graduate from high school and enter college with the knowledge and skills necessary for competing globally in the 21st century.

2. Using Assessment Results:

To best meet the needs of our students, all departments utilize various assessment information. The data gathered from the assessments are used as a guide for planning, adjusting instruction, implementing lessons and programs throughout the year in order to best aid student development. This happens prior to the beginning of school and regularly throughout the year. Students also manage their learning by recording and monitoring individual academic progress.

Pre-Assessments are used to evaluate how much information the students have retained over the summer, and how well they are prepared to proceed with the Pre-AP and AP curriculum in all core classes. The students also are expected to track their own progress and retention of previous knowledge in an individual profile system. Throughout the year, the student will add the data from other assessments to this profile, observing academic growth. Additionally, this profile is also used by the vertical team to plan lessons and develop best practices.

Year-long Formal and Informal Assessments - Students are given tests by the district and teachers alike during the year. District tests are in the form of Benchmarks and Assessment of Course Performance (ACP). Teacher given assessments include released TAKS tests in the spring and standard tests/exams administered during the various six weeks time periods. All of these assessments are used to monitor and pinpoint students who are struggling as well as excelling. Once students are identified, teams then plan enrichment and remediation programs to meet the needs of students at both ends of the spectrum.

Major Projects - These are higher order thinking and rigorous assignments. Projects are designed to connect the classroom knowledge to real-world situations. Some examples of these projects are: physical products, Power Point presentations, videos, competition submissions, and research papers. Projects allow students to use their creativity and imagination in presenting ideas. It is easy to memorize dates for history or formulas for mathematics; however projects allow students to develop captivating methods of presenting information to an audience.

3. Communicating Assessment Results:

Communication is essential for the success of our school. In addition to the traditional method of issuing six weeks report cards, Rangel YWLS communicates student performance in the following ways:

Parent Portal: By using the Parent Portal , a web-based student information center, parents have real-time access to student performance on the internet in addition to the 3-week progress reports which are mailed. The parents are able to set up email or text alerts for low grades, monitor student attendance, review college-readiness indicators, and look at student assessment performance. The campus has designated two days during the week which parents may utilize a school computer lab for internet usage as well as assistance with Parent Portal access.

Parent/Teacher Interaction: The campus participates in the mandatory Parent-Teacher conference night each semester in addition to regular parent meetings with grade level teams to ensure parents are knowledgeable about their child's progress. The campus hosts various parent meetings each year with topics of college awareness and readiness; articulating the Readistep, PLAN, and Preliminary SAT

scores; and Advanced Placement (AP) Night. Teachers make an effort to communicate with parents directly through phone calls and emails whenever necessary. Our school information is also communicated to the community through the district website and campus website. In addition, many teachers have also engineered websites for their individual courses.

Parent Teacher Association (PTA) Newsletter: Each week, a newsletter is emailed to parents from the PTA. The newsletter highlights successes and accomplishments in the areas of academics, extra-curricular and co-curricular activities. The PTA collaborates with the teachers to contribute any upcoming events, as well as any recognitions for the newsletter.

Site-Based Decision Making (SBDM) Committee: SBDM is a committee comprised of faculty, staff, community members, volunteers, and parents with the purpose of serving the Rangel YWLS community in an advisory role to the administration. The committee meets monthly to discuss curricular needs, budget, and immediate campus concerns.

School scorecard: Each year the district issues a campus School Scorecard. This scorecard outlines assessment data as well as an overview of the campus demographics. This scorecard is sent home to the parents, posted on the district and school websites, and displayed in the front office. The principal also communicates the information on the scorecard to the parents during a fall PTA meeting.

4. Sharing Lessons Learned:

District Aligned Curriculum Reviews: provide a forum to discuss best practices, analyze student misconceptions and introduction/implementation of high level tasks. This also allows our teachers to participate in the writing of district curriculum and assessments.

Campus Instructional Leadership Team (CILT) Learning Community Meetings: allow time for leadership teams from schools within our learning community to meet and discuss projects and incentives that are successful. District-wide meetings are scheduled throughout the year.

Partnerships with sister schools: As part of the Foundation for the Education of Young Women, we visit and collaborate with our sister schools in the network. The partnership allows us to discuss and share strategies that have been successful in our all-girl classrooms; such as our summer programs for all grade levels.

National Conferences: Teachers have attended, as well as presented at national conferences. Conference participation includes National Association for Single Sex Education, Texas Outdoor Education Association, Texas Computer Education, National Council of Teachers of Mathematics, and national conferences in social studies and ELA.

District Initiatives: District professional development offers teachers a forum for collaboration with others in their content areas. Many of our staff members have served as trainers in these sessions as well. Learning Walks are a time when a group of individuals from the school, learning community, and/or district visit a specific classroom for the purpose of observing and reflecting upon teaching practices. District Vertical Alignment Meetings offer a chance for teachers to analyze how a specific strand or topic is taught through multiple grade levels. This analysis improves student knowledge and streamlines how those strands are taught to the student as they progress.

Laying the Foundation (LTF) Professional Development: LTF offers training and curriculum to teachers in mathematics, science, and English/language arts. Teachers are then able to challenge students to think more deeply about topics they are learning. During the training sessions, our teachers have shared thoughts that improved lessons and challenged other teachers to broaden their perspectives in the courses they teach.

STEM cohort at Texas Instruments (TI): Teachers that have won the STEM Award from TI attend two professional development sessions during the year. At these meetings, the teachers are allowed to share project and program ideas that are used on campus to improve student understanding in math and science.

1. Curriculum:

A rigorous project-based curriculum serves as the foundation for educating students at Irma Rangel Young Women's Leadership School (YWLS). College is the expected goal for all students; therefore a pre-advanced placement (Pre-AP) curriculum begins at grade six, with Advanced Placement (AP) courses beginning at grade nine. AP courses are offered in every core content area as well as foreign language and fine arts. All students have equal access to the AP curriculum and every student is enrolled in at least four honor courses beginning at grade seven. Middle school students begin securing high school credit at grade seven while the potential to earn college credit begins at grade nine. The campus offers dual credit options via various methods. Teachers create a community within the classroom where students are active participants in creating, sharing, discussing, and debating while using advanced questioning in guiding students to deeper cognitive levels of thinking.

The reading/English language arts program is grounded in Laying the Foundation training which is emphasized via College Board approved AP curriculum. Course sequence includes reading and English 6, English 7 Pre-AP, English 8 Pre-AP followed by high school English I Pre-AP, English II Pre-AP, AP English III (Language), and AP English IV (Literature). Students are exposed to a vast array of literary genres as well as writing curriculum. Regular participation in Socratic Seminars enhances skills of critical reasoning and writing abilities.

The mathematics curriculum supports students routine engagement in solving cognitively challenging mathematical tasks that require thinking and reasoning. Technology incorporation includes TI Graphing Calculators, Smart Boards, TI Nspire Calculators, and the TI Nspire Navigator to develop conceptual understanding. The math course of study includes math 6 Pre-AP, math 7 Pre-AP, math 8 Pre-AP or Algebra I Pre-AP. The Orleans-Hanna Algebra Prognosis Test is used to determine Algebra I readiness in middle school. High school students are required to complete a minimum of four mathematics credits with a sequence of Algebra I or Geometry Pre-AP, Algebra II Pre-AP, Pre-Calculus Pre-AP, supported by Apollo, Gemini, and Ares curriculum. AP Calculus and AP Statistics are advance mathematics courses offered.

The science curriculum affords students the opportunity to continuously think critically, investigate, and solve problems in science. Middle school science consists of Science 6 Physical Science, Science 7 Pre-AP Life Science, and Science 8 Pre-AP Earth/Space Science. High school courses include Biology Pre-AP, Chemistry Pre-AP, Physics Pre-AP, Anatomy and Physiology, AP Biology and AP Environmental Science. Students are engaged in "doing" science by hands-on laboratory field investigations and inquiry activities 40% of the time. Students maintain science notebooks and journals including notes and data from laboratory/field investigations, develop models and posters exhibiting science concepts, produce multi-media projects including web pages and PowerPoint presentations in addition to producing award winning Science Fair projects. Because of partnerships with Texas Instruments, Dallas Museum of Nature and Science, UT-Southwestern Medical Center, and Baylor College of Dentistry, students have active participation with real-world experiences.

The social studies curriculum is standard based. Students learn and use skills of historical analysis, persuasion, and evidence of reasoning, writing, and talking about history in every unit. The course of study includes grade 6-World Cultures, grade 7-Texas History Pre-AP, and grade 8-US History Pre-AP. High school course of study begins with AP Human Geography, followed by AP World History and AP US History. Year four allows for students to experience AP Government and AP Economics. Students actively participate in National History Day, Mock Trial, and a signature United Nations Fair annually which promote authentic historical inquiries.

Non-core courses also support the mission of Rangel YWLS. In the area of fine arts, students are able to experience orchestra, choir, hand bells, art, and theatre arts with aggressive participation in various

competitions. Within each arts discipline, the teachers incorporate methods of supporting critical thinking, reasoning ability, and writing. Because wellness is a core value emphasized by the campus, physical education (PE)/healthy lifestyles are paramount. The coaches approach each PE course with an emphasis to motivate students in striving for lifetime personal fitness. The campus wellness committee sponsors fitness activities and the Stride-Rite Walking Club membership consists of students as well as faculty/staff. The foreign language program offers French or Spanish to students beginning in grade seven with the potential of garnering high school credit at that time. Foreign language credits are required for completion of the Recommended and/or Distinguished Achievement Plans, two top graduation plans in the district. Once in high school, students continue in foreign language course participation in the area of AP, with performance at the College Board qualifying level of over 87%. The foreign language curriculum exposes students to vocabulary, grammar, as well as culture, including travel, via a vast array of activities with the ultimate goal of attaining superior proficiency and sophistication in academic disciplines of listening/reading comprehension, writing and speaking.

2. Reading/English:

From sixth-grade English language arts and reading classes to English IV and literature courses in high school, Rangel YWLS English teachers rely on Pre-AP and AP/College Board curriculum to provide the high standards used in designing our class curricula. We are preparing college-bound students, so our courses provide academic rigor and college preparation by concentrating on the follow content:

Vocabulary instruction that includes Greek/Latin word study, novel study vocabulary, and SAT vocabulary lists from 6th grade through high school.

Close Reading strategies, annotation instruction, and practice, Cornell note-taking methods, emphasis on literary elements.

Advanced instruction in **writing** compositions of all kinds and for all audiences; short answer responses for various assessments, and literary analysis.

Listening skills are enhanced every year by creative student-pairing and grouping activities, Cornell note-taking, and student feedback.

Speaking and presentation skills are practiced daily from 6th grade through high school. From simple introductions to speech-making and extemporaneous speaking to large groups on demand, our students are prepared for intelligent discourse and public speaking.

Technology instruction and emersion is available throughout the school and in all courses. Rangel YWLS provides each student with a laptop or netbook. Each classroom is equipped with an additional student desktop computer, as well as the teacher's desktop and netbook or laptop. Each classroom is equipped with Epson projectors and lessons are designed and presented with technology.

Instruction is delivered in a classroom setting with limited class sizes, which provides excellent teacher/student ratios, 20:1 at most. Each classroom is equipped with technology that includes a Mobi hands-on writing/projection tool for writing instruction; a document camera for annotation and note-taking instruction; and projection equipment connected to on-line sources of information and alternate lesson delivery systems.

All Rangel YWLS students are engaged in higher order thinking and project-based learning through the use of technology, in-class Socratic seminar discussions, creating multi-media presentations, and engaging literature studies. Our students use many varied on-line sources of instruction, such as on-line textbook and activities, My Access composition prep, Study Island, WebQuest, Scholastic/Scope, e-instruction, and others.

3. Mathematics:

In an effort to provide a rich and diverse learning experience, the mathematics department incorporates a variety of resources into daily lessons. In addition to the textbook, resources include: Laying the Foundation, Texas Instruments, Dana Center, Infinity Project, National Council of Teachers of Mathematics, and Region X Educational Service Center materials. We also develop ideas for lessons from professional conferences, training sessions, and numerous websites.

Projects provide an extension to our curriculum that offers deeper understanding, opportunities for creative and critical thinking, and real world applications of learning. Projects that we have used on our campus include: CSI (linear regression), Scaled Cartoons, Geometry Quilt, Testing Bridges (statistics), and The Shopping Project (fractions, decimals and percentages), 3-Dimensional Modeling (geometry), Data Analysis Collections (statistics), 2-Dimensional Pictorials on the Calculator (trigonometric functions), a MLA-formatted Mathematician Research Paper, and a host of other projects that are embedded into each curriculum.

We believe students will retain information or learn to problem-solve better if they discover concepts. As teacher facilitators, students are guided to correct discoveries in each lesson with group discussion. One example lies in the use of high, level tasks to deepen each students understanding of the mathematical topics without the dependence of a teacher. Students are asked probing questions to assist with the gap between comprehension and application of the problems. All students are expected to actively participate. Once the activities are complete, the teacher continues to facilitate by asking assessing and advancing questions to extend student understandability. After the discussions, the students are afforded individual practice, where they can seek one-on-one time with the teacher.

Technology provides an important method to meet the ever-evolving needs of our students. From TI-Nspire calculators to document cameras and graphic tablets, we are always looking for new ways to harness the learning potential of technology. The school network, parent portal, and teacher websites also allow us to continuously communicate with students and parents.

To help our struggling students, we provide before and after school tutoring and additional instructional time once a week during our 8th period enrichment. These lessons are individually tailored to meet the needs of each student and provide opportunities for small group collaboration as well as one-on-one instruction. Additionally for students that are not showing improved success, there are interventions in place that encompasses the tutorials, as well as alternative methods to achieve success. These methods include additional practices on various topics, tutoring with more than one mathematics teacher and utilizing varied resources to assist with comprehension.

The mathematics department meets two times a week during a designated collaborative planning period. At this time, we discuss a variety of topics including curriculum, projects, best practices, student successes/failures, and industry articles. We are able to focus on identified deficiencies and address them earlier, hopefully making for a better learning experience. Team teaching is also a strategy used. It is designed so that teachers instruct in areas of strength. Students receive richer instruction and have the opportunity to identify with additional instructional resources.

4. Additional Curriculum Area:

To ensure students graduate from college, young women are prepared to succeed in all fields, particularly mathematics, science, technology, leadership and wellness. This is the mission of the school in which the science curriculum is based. In order for students to acquire essential skills and knowledge, middle school and high school curricular are vertically aligned. The core focus of 6th grade science is physical science which aligns with concepts in chemistry and physics. The core focus of 7th grade science is life science which aligns with the concepts of biology and anatomy/physiology. The core focus of 8th grade science is earth science which aligns with senior science elective courses and environmental science. To ensure that the curriculum prepares our students to be successful, the science team provides Pre-AP/AP instruction using STEM and Pre-AP/AP enriched supplemental resources to provide a cohesive and

rigorous science program. Students are engaged in "doing" science by participating in laboratory, field investigations, and inquiry activities forty percent of the time. The science program extends beyond the classroom to incorporate numerous partnerships that support various learning opportunities. Teachers partner with the Museum of Nature and Science to present Integrated Physics and Chemistry concepts as well as laboratory activities for students and classroom programs at the middle school level. Teachers also incorporate Infinity Project engineering modules developed by Southern Methodist University and additional STEM engineering concepts.

5. Instructional Methods:

A school's success is based on how well teachers present lessons and students master concepts. Differentiated instruction addresses various learning styles in addition to learning levels. Teachers must monitor and adjust as needed. The techniques generally reserved for special sub-groups are utilized for all students at Rangel YWLS. Some of these methods include hands on manipulatives, technology applications, peer tutoring, cooperative learning, small groups, Socratic seminars, gallery walks, writing camps and songs/skits.

Since Rangel YWLS is a magnet school, it is common that instructors supplement the curriculum to meet the needs of the Talented and Gifted students. Projects are an excellent way to challenge all of our students to think outside the box. The projects can include, but are not limited to movies/videos, building models such as mouse traps and edible cars from various materials, or even figuring out how to use duct tape to secure a classmate to a wall for 60 seconds. Our instructors have also been a part of an initiative with Laying the Foundation for the last two years. Teachers take full advantage of training each summer and are provided with additional strategies to incorporate in the classroom.

Due to our affiliation with the Foundation for the Education of Young Women, we are able to provide summer school programs yearly for every grade level. Academic Boot Camps are held for new students during the summer to ensure these students are acclimated to the unique school environment. Some of the skills addressed in these Academic Boot Camps include organizational skills, basic computer applications, calculator skills, and math skills.

6. Professional Development:

Faculty members at Rangel YWLS are charged with a mission that has three basic components that affect professional development: college readiness, single-gender population, and emphasis on math, science, technology in the college preparatory curriculum. In addition to emphasizing these critical foundations of instruction, staff development also addresses the needs of teachers in seven grade levels and working with the full range of the adolescent female urban population, of which 70% receive free and reduced lunches. Professional training at Rangel YWLS is comprehensive and vast, designed for a strong and gifted faculty who are life-long learners in education.

Since the majority of core classes at Rangel YWLS are either Pre-AP or AP, teachers regularly participate in gifted and talented refresher training in order to remain abreast of industry trends. To facilitate a direct and relevant alignment between high school curriculum and college expectations, the entire Rangel staff participated in training held at Texas Woman's University. Professors in mathematics, science, English and history met with teachers to understand what was being taught and how students were instructed to better prepare students for transition to college. This discussion is ongoing and will shortly include a similar meeting with faculty from the University of Texas at Arlington.

Our faculty has had various opportunities to learn from experts in the new field of single-gender education to understand that the social, emotional, and cognitive development of the female adolescent student must impact the delivery of instruction in the classroom as well as the psycho-social learning environment. Guest experts have visited the campus to help teachers learn ways they can be the most effective teacher and adviser to students. Staff members have also traveled to national conferences to interact with colleagues from various public, charter, and independent schools. Teachers are expected to share their learning with the Rangel faculty and staff.

Rangel YWLS teachers attend local district workshops and national conventions to learn ways of incorporating the latest educational technology into their lessons. Teachers collaborate with university faculty to offer Infinity engineering and robotics classes. Science and math teachers receive STEM training at summer institutes and incorporate the STEM principles into daily lessons. Rangel faculty also receives training and assistance in instruction from local university collaborations. Most importantly teachers find value in continuous professional development and eagerly incorporate learning strategies into the daily classroom instruction and professional practices.

7. School Leadership:

Leadership can best be described as a shared responsibility. As a campus core value, leadership is modeled daily by the Rangel YWLS team and emphasized regularly to students. The leadership structure is responsible for building collaboration among all stakeholders, this structure ultimately leads to student learning and a shared vision for student success. The principal is the campus instructional leader and serves as the primary resource for all staff members, this philosophy is communicated through specific actions and practices throughout the school year. The transformational leadership style of the principal empowers the faculty/staff and her collaborative spirit promotes a team attitude. The principal ensures that teachers receive the appropriate staff development and support that will ensure academic achievement of all students. It is the expectation that each individual performs his/her task at the highest regard for the good of the entire team. Various opportunities to build leadership capacity exist via the Campus Instructional Leadership Team (CILT), Learning Community Chair, as well as Grade Level Chair. Each of these positions serves as the departmental leader. The CILT assists the principal in providing leadership among their content area colleagues as it relates to curriculum. This team leads discussions that address local and state initiatives. The administrative team collaborates regularly with CILT and other leadership positions to ensure the campus goals are identified, strategies implemented, and regular monitoring of progress occurs. Annually these leadership positions are fluid, therefore providing an opportunity to develop numerous leaders among the entire team.

The foundation for effective leadership and continuous student improvement is data driven. Leadership revolves around the premise that leaders must believe and trust the team, the team must believe and trust the leader and the team must believe and trust one another. With shared-decision making, the Rangel YWLS team has been empowered because an environment was developed where all stakeholders not only understand the school mission, but they understand their primary responsibility is to close the achievement gap among all student groups.

A school campus like any other organization must develop a culture that is inclusive of all members where specific actions and practices are monitored throughout the year to ensure success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 93 | 83 | 86 | 0 |
| Commended Performance | 20 | 32 | 23 | 32 | 0 |
| Number of students tested | 35 | 57 | 48 | 22 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 90 | 87 | 91 | |
| Commended Performance | 24 | 37 | 30 | 27 | |
| Number of students tested | 21 | 42 | 30 | 11 | |
| 2. African American Students | | | | | |
| Met Standard | 0 | 0 | 70 | 92 | |
| Commended Performance | 0 | 0 | 15 | 8 | |
| Number of students tested | 0 | 0 | 20 | 12 | |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 91 | 92 | 0 | |
| Commended Performance | 23 | 27 | 32 | 0 | |
| Number of students tested | 26 | 34 | 25 | 0 | |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| NOTES: Only grades 7-9 2005-2006 school year. Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006-2010

Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 98 | 100 | 0 |
| Commended Performance | 51 | 46 | 17 | 27 | 0 |
| Number of students tested | 35 | 57 | 48 | 22 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 97 | 100 | |
| Commended Performance | 48 | 44 | 27 | 9 | |
| Number of students tested | 21 | 42 | 30 | 11 | |
| 2. African American Students | | | | | |
| Met Standard | 0 | 0 | 95 | 100 | |
| Commended Performance | 0 | 0 | 10 | 33 | |
| Number of students tested | 0 | 0 | 20 | 12 | |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 100 | 0 | |
| Commended Performance | 54 | 53 | 24 | 0 | |
| Number of students tested | 26 | 34 | 25 | 0 | |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| NOTES: Only grades 7 - 9 2005-2006 school year. Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006-2010

Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 93 | 95 | 0 | 0 |
| Commended Performance | 47 | 39 | 30 | 0 | 0 |
| Number of students tested | 32 | 44 | 20 | 0 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 93 | 90 | | |
| Commended Performance | 63 | 52 | 20 | | |
| Number of students tested | 18 | 28 | 10 | | |
| 2. African American Students | | | | | |
| Met Standard | 0 | 84 | 100 | | |
| Commended Performance | 0 | 21 | 18 | | |
| Number of students tested | 0 | 19 | 12 | | |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 0 | | |
| Commended Performance | 56 | 52 | 0 | | |
| Number of students tested | 18 | 23 | 0 | | |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | | |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | | |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | | |
| NOTES: 2007-2008 school year was the first year for grade 11 on the campus. Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006-2010

Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 100 | 0 | 0 |
| Commended Performance | 63 | 30 | 33 | 0 | 0 |
| Number of students tested | 32 | 44 | 21 | 0 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 0 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 100 | | |
| Commended Performance | 63 | 37 | 10 | | |
| Number of students tested | 18 | 28 | 10 | 0 | 0 |
| 2. African American Students | | | | | |
| Met Standard | 0 | 100 | 100 | | |
| Commended Performance | 0 | 26 | 33 | | |
| Number of students tested | 0 | 19 | 12 | 0 | 0 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 100 | | |
| Commended Performance | 72 | 35 | 33 | | |
| Number of students tested | 18 | 23 | 12 | 0 | 0 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| NOTES: 2007-2008 school year was the first year for grade 11 on the campus. Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 99 | 100 | 100 | 97 | 0 |
| Commended Performance | 84 | 89 | 83 | 64 | 0 |
| Number of students tested | 73 | 73 | 96 | 75 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 98 | 100 | 100 | 98 | |
| Commended Performance | 88 | 88 | 61 | 60 | |
| Number of students tested | 58 | 58 | 67 | 56 | |
| 2. African American Students | | | | | |
| Met Standard | 95 | 0 | 100 | 95 | |
| Commended Performance | 86 | 0 | 79 | 60 | |
| Number of students tested | 21 | 0 | 24 | 20 | |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 94 | 100 | |
| Commended Performance | 80 | 92 | 86 | 61 | |
| Number of students tested | 47 | 62 | 62 | 46 | |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | | | | | |
| NOTES: 6th grade was not a Middle School grade configuration 2005-2006 school year. Performance percentage must have a minimum of 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Texas Assessment of Knowledge and Skills
6 (TAKS)

Edition/Publication Year: 2006 -
2010

Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 0 |
| Commended Performance | 85 | 84 | 83 | 88 | 0 |
| Number of students tested | 73 | 73 | 96 | 75 | 0 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 0 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | |
| Commended Performance | 90 | 86 | 93 | 86 | |
| Number of students tested | 58 | 58 | 67 | 56 | |
| 2. African American Students | | | | | |
| Met Standard | 100 | 0 | 100 | 100 | |
| Commended Performance | 76 | 0 | 88 | 85 | |
| Number of students tested | 21 | 0 | 24 | 20 | |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 98 | 100 | |
| Commended Performance | 87 | 89 | 92 | 89 | |
| Number of students tested | 47 | 62 | 62 | 46 | |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | |
| NOTES: Sixth grade was not a Middle School grade configuration 2005-2006 school year. Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 98 | 99 | 99 |
| Commended Performance | 74 | 57 | 32 | 33 | 31 |
| Number of students tested | 68 | 74 | 93 | 75 | 99 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 97 | 98 | 98 |
| Commended Performance | 73 | 55 | 32 | 38 | 37 |
| Number of students tested | 56 | 49 | 67 | 48 | 64 |
| 2. African American Students | | | | | |
| Met Standard | 0 | 100 | 100 | 100 | 95 |
| Commended Performance | 0 | 50 | 21 | 13 | 21 |
| Number of students tested | 0 | 18 | 24 | 15 | 19 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 97 | 98 | 100 |
| Commended Performance | 74 | 58 | 36 | 39 | 33 |
| Number of students tested | 57 | 50 | 62 | 51 | 61 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | | | | | |
| NOTES: Performance percentage must have a minimum of 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006 - 2010

Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 100 | 99 | 100 |
| Commended Performance | 63 | 73 | 66 | 51 | 61 |
| Number of students tested | 68 | 74 | 93 | 75 | 99 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 100 | 97 | 100 |
| Commended Performance | 59 | 69 | 62 | 50 | 62 |
| Number of students tested | 56 | 49 | 67 | 48 | 64 |
| 2. African American Students | | | | | |
| Met Standard | 0 | 100 | 100 | 100 | 100 |
| Commended Performance | 0 | 83 | 80 | 20 | 37 |
| Number of students tested | 0 | 18 | 24 | 15 | 19 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 100 |
| Commended Performance | 60 | 68 | 60 | 63 | 66 |
| Number of students tested | 57 | 50 | 62 | 51 | 61 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | | | 0 | 0 | 100 |
| Commended Performance | | | 0 | 0 | 64 |
| Number of students tested | 0 | 0 | 0 | 0 | 14 |
| NOTES: Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 99 | 97 | 99 | 79 |
| Commended Performance | 54 | 35 | 29 | 38 | 21 |
| Number of students tested | 72 | 72 | 78 | 92 | 86 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 98 | 98 | 77 |
| Commended Performance | 55 | 33 | 32 | 41 | 17 |
| Number of students tested | 55 | 52 | 54 | 64 | 53 |
| 2. African American Students | | | | | |
| Met Standard | 100 | 100 | 94 | 100 | 87 |
| Commended Performance | 50 | 37 | 19 | 19 | 13 |
| Number of students tested | 16 | 19 | 16 | 16 | 30 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 98 | 100 | 98 | 76 |
| Commended Performance | 54 | 35 | 32 | 39 | 22 |
| Number of students tested | 50 | 48 | 54 | 59 | 50 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | | | | 100 | |
| Commended Performance | | | | 39 | |
| Number of students tested | 0 | 0 | 0 | 13 | |
| NOTES: Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006 - 2010

Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 99 |
| Commended Performance | 90 | 86 | 85 | 75 | 62 |
| Number of students tested | 72 | 72 | 78 | 92 | 86 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 98 |
| Commended Performance | 89 | 81 | 80 | 72 | 57 |
| Number of students tested | 55 | 52 | 54 | 64 | 53 |
| 2. African American Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 100 |
| Commended Performance | 88 | 95 | 81 | 63 | 50 |
| Number of students tested | 16 | 19 | 16 | 16 | 30 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 98 |
| Commended Performance | 90 | 83 | 83 | 76 | 67 |
| Number of students tested | 50 | 48 | 54 | 59 | 50 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | | | 0 | 100 | 0 |
| Commended Performance | | | 0 | 92 | 0 |
| Number of students tested | 0 | 0 | 0 | 13 | 0 |
| NOTES: Performance percentage must have a minimum 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2006-2010 Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 98 | 100 | 95 | 91 | 89 |
| Commended Performance | 56 | 44 | 51 | 45 | 30 |
| Number of students tested | 61 | 48 | 57 | 65 | 27 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 97 | 91 | 93 |
| Commended Performance | 51 | 48 | 54 | 52 | 29 |
| Number of students tested | 45 | 31 | 37 | 47 | 14 |
| 2. African American Students | | | | | |
| Met Standard | 100 | 0 | 0 | 87 | 86 |
| Commended Performance | 73 | 0 | 0 | 29 | 7 |
| Number of students tested | 11 | 0 | 0 | 24 | 14 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 98 | 100 | 97 | 92 | 91 |
| Commended Performance | 50 | 46 | 47 | 57 | 46 |
| Number of students tested | 46 | 36 | 34 | 37 | 11 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| NOTES: Performance percentage must have a minimum five students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Texas Assessment of Knowledge and Skills
9 (TAKS)

Edition/Publication Year: 2006 -
2010

Publisher: Texas Education Agency

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 100 |
| Commended Performance | 44 | 38 | 77 | 56 | 44 |
| Number of students tested | 61 | 48 | 57 | 64 | 27 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 100 |
| Commended Performance | 42 | 52 | 70 | 59 | 36 |
| Number of students tested | 45 | 31 | 37 | 47 | 14 |
| 2. African American Students | | | | | |
| Met Standard | 100 | 0 | 0 | 100 | 100 |
| Commended Performance | 55 | 0 | 0 | 52 | 29 |
| Number of students tested | 11 | 0 | 0 | 24 | 14 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 100 |
| Commended Performance | 44 | 42 | 71 | 62 | 55 |
| Number of students tested | 46 | 36 | 34 | 37 | 11 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| NOTES: Performance percentage must have a minimum five students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 98 | 96 | 96 | 90 |
| Commended Performance | 57 | 51 | 45 | 44 | 27 |
| Number of students tested | 341 | 368 | 392 | 329 | 212 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 98 | 97 | 96 | 89 |
| Commended Performance | 60 | 54 | 48 | 46 | 28 |
| Number of students tested | 253 | 258 | 261 | 224 | 129 |
| 2. African American Students | | | | | |
| Met Standard | 99 | 95 | 92 | 94 | 89 |
| Commended Performance | 60 | 37 | 34 | 29 | 14 |
| Number of students tested | 66 | 81 | 104 | 87 | 63 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 98 | 97 | 97 | 89 |
| Commended Performance | 56 | 57 | 49 | 48 | 30 |
| Number of students tested | 243 | 252 | 243 | 201 | 121 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | 0 | 100 | 0 | 0 | |
| Commended Performance | 0 | 60 | 0 | 0 | |
| Number of students tested | 0 | 10 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | 100 | 100 | 97 | 97 | 91 |
| Commended Performance | 67 | 52 | 51 | 51 | 39 |
| Number of students tested | 23 | 27 | 35 | 35 | 23 |
| NOTES: Performance percentage must have a minimum of 5 students in the group for comparison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Met Standard | 100 | 100 | 99 | 100 | 99 |
| Commended Performance | 66 | 81 | 80 | 72 | 59 |
| Number of students tested | 341 | 368 | 393 | 328 | 212 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 99 |
| Commended Performance | 64 | 66 | 69 | 65 | 57 |
| Number of students tested | 253 | 258 | 261 | 224 | 129 |
| 2. African American Students | | | | | |
| Met Standard | 100 | 100 | 99 | 100 | 100 |
| Commended Performance | 71 | 58 | 63 | 54 | 41 |
| Number of students tested | 66 | 80 | 105 | 86 | 68 |
| 3. Hispanic or Latino Students | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 99 |
| Commended Performance | 65 | 67 | 70 | 71 | 65 |
| Number of students tested | 241 | 253 | 243 | 201 | 121 |
| 4. Special Education Students | | | | | |
| Met Standard | | | | | |
| Commended Performance | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| 5. English Language Learner Students | | | | | |
| Met Standard | 0 | 100 | 0 | 0 | |
| Commended Performance | 0 | 70 | 0 | 0 | |
| Number of students tested | 0 | 10 | 0 | 0 | 0 |
| 6. White | | | | | |
| Met Standard | 100 | 100 | 100 | 100 | 100 |
| Commended Performance | 67 | 59 | 80 | 71 | 69 |
| Number of students tested | 23 | 27 | 35 | 35 | 23 |
| NOTES: Performance percentage must have a minimum of 5 students in the group for comparison. | | | | | |