

PART I - ELIGIBILITY CERTIFICATION

12TX7

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12TX7

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 59 Elementary schools (includes K-8)
 (per district designation): 14 Middle/Junior high schools
13 High schools
8 K-12 schools
94 Total schools in district
2. District per-pupil expenditure: 15524

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: 1
5. Number of students as of October 1, 2011 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	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	49	60	109
3	0	0	0		10	49	58	107
4	0	0	0		11	96	80	176
5	0	0	0		12	101	94	195
Total in Applying School:								587

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
98 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % 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 2010-2011 school year: 16%
 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, 2010 until the end of the school year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	113
(3)	Total of all transferred students [sum of rows (1) and (2)].	138
(4)	Total number of students in the school as of October 1, 2010	853
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 12%
 Total number of ELL students in the school: 70
 Number of non-English languages represented: 1
 Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 90%
 Total number of students who qualify: 528

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: 14%
 Total number of students served: 81

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>4</u> Autism	<u>11</u> Orthopedic Impairment
<u>4</u> Deafness	<u>0</u> Other Health Impaired
<u>19</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>41</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>24</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>4</u>	<u>0</u>
Classroom teachers	<u>61</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>33</u>	<u>3</u>
Paraprofessionals	<u>13</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>28</u>	<u>1</u>
Total number	<u>139</u>	<u>5</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 12:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	93%	88%	91%	91%	90%
High school graduation rate	89%	81%	64%	60%	59%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>240</u>
Enrolled in a 4-year college or university	<u>20%</u>
Enrolled in a community college	<u>47%</u>
Enrolled in vocational training	<u> %</u>
Found employment	<u>25%</u>
Military service	<u> 3%</u>
Other	<u> 5%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Before 2007

In the Middle Ages, feudal lords and knights marched into battle, shield and sword at hand. The shields they carried bore decorative images and symbolic renderings that identified the combatant. By reading the images on the shield, anyone on the battlefield could discern the bearer's history, ideals and philosophy. Although the battle has shifted from the fields of Medieval Europe to the halls of an inner-city high school in San Antonio, Texas, the need to announce one's history, ideals and philosophy still remains. With the recent decision to transition from a traditional high school to a stand-alone Health and Law Professions magnet school, Fox Tech High School (FTHS) needed such a symbol to herald its place in the continuing and storied history of the oldest public high school in San Antonio.

The lower third of Fox Tech's emblem is dominated by the silhouette of a buffalo—our traditional mascot. Images of buffalos dominate our campus. Buffalos symbolize strength, determination, and a return from the brink. Just as the powerful buffalo of the American plains returned to health and prosperity after facing extinction, Fox Tech is gaining strength and focus as we transition to a magnet campus. The history of the Fox Tech began in 1879 as San Antonio High School. By 1932 the school had been renamed Louis W. Fox Academic and Technical High School and was the premier vocational and technical high school in South Texas, known for producing skilled workers who contributed to our military city's unique needs. In the past two decades, San Antonio has experienced a transformation in its workforce needs, and it is to meet those needs that Fox Tech is transforming alongside the city. The buffalo on our emblematic shield not only represents our history, but it also stands for our students, traditional and magnet. Just as the buffalo rests at the base of the shield, acting as a foundation, our students and traditions form the foundation upon which our school is built.

As one moves counterclockwise across our emblem, one encounters the scales of justice. These scales represent our Law Magnet program which was founded in 1996 and was the flagship magnet program in SAISD. The Law Magnet program allows students to develop familiarity with law studies through focused, law-based classes and curriculum. Law Magnet participants have the opportunity to shadow professions in the law field, participate in Mock Trial competitions, and intern with lawyers, legal non-profits, and at the County and Federal Courthouses, both of which are located within walking distance of our downtown location.

Continuing counterclockwise across Fox Tech's emblematic shield, one finds the image of a caduceus, the symbol of medicine and medical practices. This symbol represents the Health Professions program—the newest addition to Fox Tech's history. Students enrolled in the Health Professions magnet are given the opportunity to gain hand-on knowledge and skills in the field of medicine. Our campus features a state-of-the-art facility with hospital beds and learning mannequins in a simulated emergency room. Because Fox Tech is in close proximity to several hospitals and UTSA Downtown, we have established partnerships with the University Health System, UTSA, Baptist Memorial Hospital, CHRISTUS Santa Rosa Family Medicine Residency Program, among others.

Enrobing the entire emblematic shield is our school motto *Leadership, Service, Commitment*. This motto exemplifies the values put forth in our mission[1] and vision[2] statements. These values are embodied in the very culture of the building as we make our transformation to a stand-alone magnet school. Leadership can be seen in our students, traditional and magnet, as they walk the halls, lead discussions in class and participate in community activities. Service has always been an integral part of the Fox Tech tradition—our campus, although smaller in actual numbers, traditionally sends more participants to community service projects like Basura Bash, Graffiti Wipeout, and Chalk-it-Up than any other SAISD campus. Commitment holds Fox Tech together. Every student who is here is here by choice. When the transformation to a stand-alone magnet began, our attendance zones were dissolved and traditional students were given the opportunity to attend other schools. While many found it difficult

to imagine high school without age-old traditions like Friday night football in Texas, these students made the commitment to stay at or apply to attend Fox Tech. Through their commitment to this school, our students have dedicated themselves to their studies, which is an integral component in our success in state assessment scores and will continue to be an essential part of our future success.

Just as the history, ideals and philosophy of a medieval warrior were readily apparent to his opponent, the emblem of our school, our shield, announces Fox Tech's history, ideals and philosophy. And as students, faculty, staff and a community at large, we are reminded of these values every time we see a shirt bearing our emblem, read a poster hanging above a water fountain, or log onto the school website.

[1] All of our students will graduate and be prepared for success in higher learning. We are committed to fostering a campus-wide culture that is based on positive relationships for all stakeholders and providing rigorous instruction through innovative teaching practices.

[2] By offering a college preparatory curriculum that includes real world experiences and internship opportunities, students will be fully immersed and gain knowledge required for a successful post secondary journey toward a career in health or law.

1. Assessment Results:

Fox Tech High School (FTHS) is a Title I high school which is in its second year of transition from a traditional inner-city high school to a stand-alone Health and Law Professions magnet school. For the past five years, Fox Tech has been recognized by the Texas Education Administration (TEA) as follows:

2006-2007	Academically Unacceptable
2007-2008	Academically Unacceptable (Did not meet standard for Math or Graduation Rate)
2008-2009	Recognized
2009-2010	Recognized
2010-2011	Academically Acceptable (Missed Recognized status by 1 <i>Commended</i> student)

Since 1990-1991, the State of Texas has used the Academic Excellence Indicator System (AEIS) as a tool to measure accountability in student achievement. AEIS data can be reviewed at <http://ritter.tea.state.tx.us> and details expectations aligned with performance data from Texas Assessment of Knowledge and Skills (TAKS) as well as with federal Annual Yearly Progress (AYP).

In Texas, schools are rated based on their academic performance on TAKS. Scale scores representing performance levels are as follows: *Below Standard* (<2100), *Met Standard* (2100), *College Ready* (2200), and *Commended* (2400+). A school is classified as *Exemplary* when 90% of all students and subgroups tested meet the standard on each of the subsections. *Recognized*, *Academically Acceptable*, and *Academically Unacceptable* are achieved when 80%, 70%, and less than 70% meet the standard respectively. High schools are also evaluated on the percentage of students completing high school on time.

Accountability at the federal level is reflected on the AYP report. Fox Tech is expected to meet specific indicators of AYP in 10th grade English Language Arts (ELA), Math, Graduation Rate, and Participation Rate. Fox Tech's AYP status for the past five years is as follows:

2006-2007	Met AYP
2007-2008	Did Not Meet AYP (Missed Reading and Math Participation, Graduation Rate)
2008-2009	Did Not Meet AYP (Missed Math Performance and Graduation Rate)
2009-2010	Met AYP
2010-2011	Met AYP

According to the last five years' TAKS data, Fox Tech has established an upward trend in performance in ELA and Math beginning as early as 2007. This growth is significant because it occurred prior to our transition into a magnet school. As a traditional campus, student performance consistently demonstrated upward growth; in 2010-2011, our first transition year, scores in both ELA and Math surpassed the district and state averages across all grade levels and in all subgroups.

This upward growth trend directly correlated to our ability to meet all AYP goals for the past two years and created a strong foundation for the transition into a fully-independent magnet program. Numerous studies point to the benefits of magnet schools, which have been found to increase student achievement, motivation, and satisfaction with school while increasing teacher motivation and morale, and parent satisfaction with the school (Blank, 1989; Crain et al., 1992; Gamoran, 1996; Heebner, 1995; Metz 1986; Musumecchi & Szczykowski, 1991).

ELA TAKS data from 2006-2011 reveals that each grade level experienced gains. In 2011, all grade levels achieved the *Exemplary* status in ELA—ninth grade had a 100% passing rate, and tenth and eleventh grade scored over 91%, for an average gain of approximately 15 points. Within the ninth grade, *Commended* scores increased by 31 points (from 16% to 47%).

The ninth grade ELA subgroup scores reflect the 100% passing rate. Furthermore, average growth in each subgroup increased by approximately 28 points over the 2007 scores. All tenth and eleventh grade subgroups exceeded *Exemplary* ELA standards and demonstrated an average gain of 14 points across each grade level.

Free and Reduced Lunch (FRL) students at all grade levels acquired at least a 10 point gain in scores. At the tenth grade level, Special Education (SE) students saw a 23 point gain in passing rates (from 63% to 86%). Limited English Proficient (LEP) students' passing rate increased by 47 points (from 17% to 64%).

Math TAKS data from the same period depicts similar trends as in ELA. Each grade experienced gains: the ninth grade performance doubled (from 44% to 88%); tenth grade improved by 29 points (from 47% to 76%), and eleventh grade improved by 30 points (from 65% to 95%). Each of the grade levels experienced growth in the *Commended* level of performance, ranging from 4% at the tenth grade level to 15% at the ninth and eleventh grades.

Subgroup performance validates the increase in Math scores: ninth grade FRL students demonstrated growth by 41 points (from 45% to 86%) along with a 16 point growth in *Commended* scoring. Tenth grade FRL students' performance increased by 29 points (from 48% to 77%). Eleventh grade FRL student scores grew by 30 points (from 66% to 96%). Substantial improvements were also made in SE (27% increase) and LEP students (55% increase).

In recent years, data has shown a less than 10% gap between any subgroup score and the overall score. Approximately 98% of our population is Hispanic, and Hispanics represent 90% of our Economically Disadvantaged students; however, Fox Tech does have a couple of extremely small subgroups (less than 10%) that did, in some instances, demonstrate the 10% gap. Although these instances are minute in number, Fox Tech teachers work diligently to ensure that they are meeting the needs of each and every student. Teachers have built-in collaborative time to analyze data, monitor students, develop interventions, involve parents, and create hands-on, meaningful lessons geared towards providing students quality academically-based experiences that will help them become independent thinkers.

In addition to Fox Tech's improvement on TAKS and AYP, Fox Tech has also received *Gold Performance* recognition on the Texas Success Initiative in Math and *Commended* in Social Studies. Additionally, student participation in the following areas has significantly increased: Pre-AP class offerings, Advanced Placement/ Dual Credit classes, *Commended* performance on TAKS, Attendance Rates, Graduation Rates, SAT/ACT examinations, College Applications, College Admissions, and Community Involvement.

The upward trend in student assessment scores, the narrowing of achievement gaps, and increased student participation in post-secondary endeavors demonstrates Fox Tech's dedication to the goal of graduating

and preparing all students for success in higher learning as set forth in the Fox Tech High School mission statement.

2. Using Assessment Results:

The mission statement of Fox Tech High School states that “all students will graduate and be prepared for success in higher learning.” In order to ensure that this mission becomes reality, the Fox Tech faculty and staff have concentrated their efforts on transforming the campus into one guided by data, specifically assessment data. We utilize assessment data to analyze and improve student performance so that all students who graduate have the requisite skills for a seamless transition to a university environment.

With the introduction of TAKS in 2003, Fox Tech found itself at an impasse. After several years of sub-par results, Fox Tech had to find new ways to build success. In the summer of 2005, a team teachers and CICs began mining state-assessment data with the goal of determining student weaknesses. This team knew that if these student weaknesses could be identified, data-driven strategies to address them could be developed and implemented. One example of how these strategies worked can be found in the ELA Department’s focus on poor success on the Written Composition section of the exam. The majority of failures at the Exit Level were due to the Written Composition and not the Reading section. This knowledge informed our practices. For example, teachers who were stronger at teaching writing were moved to the Tenth Grade—the first year that writing is tested at the high school level, our entire department attended writing-focused professional development, and we used released samples from both the state and our own student population as an instructional tool. Other departments worked in a similar fashion. The end result of this data-mining process is that in five years, Exit-Level ELA scores have increased from 87 percent to 98 percent and Exit-Level Math scores have climbed from 65 percent to 97 percent.

During this time, using data analysis to inform instruction became the norm. Teachers and the administration began examining data in new ways, beyond simply focusing on student weaknesses on the state assessment. We used drop-out data in order to participate in Reach Out to Drop Outs, a city-wide campaign, to bring students back to campus. Teachers, staff and administrators walked door-to-door and invited drop outs to re-enroll in school. Because of the successful implementation of data analysis whose primary focus was AYP-based, we were then able to expand the scope and focus of data analysis. While we still use data to inform instruction, our concentration has shifted from success on the state assessment to success in the classroom, more specifically informing ways we could ensure that students are having meaningful and relevant educational experiences in the classroom and not merely learning test-taking skills.

Currently, Fox Tech has multiple teams whose primary purpose is to examine and analyze varying types of data to identify learner-centered problems, to uncover patterns in teacher and student behaviors, and to inform instructional practice so that student success is ensured. Teachers meet at least once a week on a departmental level to address these issues. All core content teachers meet daily in grade-level teams, and a cohort of teachers, administrators, and counselors meet regularly as a part of the Data Wise team. These teams have allowed us to further develop our data to inform instructional practices.

Throughout this process, one of our goals has been to empower students to take ownership of their own data and to share this data with parents and the community. Teachers share state-assessment and benchmark data with students so they can track their progress and identify their areas of strength and weakness. We invite students to participate in Saturday schools, each of which is focused on a particular area of need, regularly implement targeted small group instruction for students who are on the cusp, and offer before and after school tutoring. Parents are kept abreast of their child’s progress and data through communication from the school (newsletters, parent nights, phone calls, and conferences) and from individual teachers (parent conferences, letters, phone calls, emails). Parents, students and community members are also invited to participate in Datawise sessions through our Campus Leadership Team which allow them to examine Teaching Practices, Success Rates and Attendance Rates and provide

feedback on how we can continually improve. All members of the community are invited to attend public events on campus and can access teacher web pages through the portal on our official school website.

The development of a data-focused climate represents a sea change for Fox Tech—the past five years have illustrated how true analysis of data can transform a campus. We have come to recognize that data analysis is an ongoing, continual process that when structured and implemented correctly can lead to true school improvement. Through data analysis, instructional practices can be refined to improve student success and narrow the achievement gap, resulting in Fox Tech, an inner-city campus, having transitioned from a low-performing school in its fourth year of AYP to a TEA Recognized Campus.

3. Sharing Lessons Learned:

On the most fundamental level of sharing, teachers at Fox Tech have been instrumental in creating curriculum for the school district. Teachers in the English Department have written grade level curriculum guides for the district, as well as the district's 9th and 10th grade Pre-AP curriculum guides. In addition, members of our Science Department have helped develop grade-level curriculum. Teachers in both disciplines drew upon their expertise in raising student achievement on state assessment exams when developing the curriculum guides.

In addition to creating curriculum, our teachers have also created and shared successful lessons across disciplines. Teachers from both the Math and Science Departments have presented Promethean Board and other technology strategies across the district. The strategies are data-based and are duplicate the achievements made on our campus. The Career and Technology (CATE) Department has a constant dialogue with other CATE departments in the district, as well as with the CATE department at the University of North Texas. This dialogue has greatly impacted our program. Last year, students from Fox Tech's BPA program qualified for BPA's national competition in Washington D.C.

The Law Magnet program has led the way in regards to sharing successes with professional associations. The Law Magnet teacher has fostered an ongoing partnership with the Texas Lawyers Association, the Young Lawyers Association, and the Texas Law Related Association, creating and sharing strategies and lessons that have helped students of the Law Magnet be successful. This process involved sharing a lesson on Cultural Defense that has been used both at the college level and in other high school law classes.

As Fox Tech continues its transformation to a stand-alone magnet, there is a continued emphasis on sharing and collaborating. The Social Studies Department is in the process of developing a Social Studies Collaborative with several other campuses and colleges from around the district. The goal of this collaborative is to develop and share lessons, curriculum, and common assessments to be used by all campuses involved. Two members of the ELA faculty collaborated with a faculty member from another SAISD campus to focus on improving student scores on the AP Exam. The cross-campus team then presented on their shared experiences of collaboration at the Texas Association of School Board Members (TASB) in 2011. As Fox Tech transitions and as the administration increasingly focuses on building instructional coherence, the faculty and administration has collaborated on re-defining our grading practices. The Fox Tech Principal has presented the innovations in Grading Practices and effective Professional Learning Communities at the District level with other high school principals in the San Antonio.

4. Engaging Families and Communities:

Fox Tech is located in downtown San Antonio. The Central Library is across the street, and the courthouse complex is four blocks away. A trip to the famed Riverwalk takes the slowest of walkers less than ten minutes. Although there is much within close proximity, there is a glaring absence—the lack of an actual neighborhood. No houses dot the streets around campus; there is no grass, only sidewalk and

busy streets. Our students have to walk past homeless encampments and beneath highway underpasses to get to school. Because we lack a true neighborhood, Fox Tech has had to work creatively to ensure parent and community involvement.

Family involvement is central to student success so Fox Tech holds quarterly report card nights. On these occasions, parents have the opportunity to meet with teachers. These nights promote an open dialogue between parents, students, and staff. This is furthered by grade-level parent nights, spaghetti dinners, phone calls and mailings. When extra support is needed, we make home visits. All teachers regularly phone parents and hold individual and team conferences when necessary. Our Go Center staff works alongside the faculty and administration to assist with college and financial aid application and offers extended hours for working families. Additionally, we periodically conduct student, parent, and staff surveys to gauge school climate. Fox Tech strives to make the school as available as possible to parents in order to build a culture of collaboration. This partnership is evidenced by parents and students having a “voice” that is heard through our Campus Leadership Team as well as student group meetings.

Our unique location in downtown San Antonio allows a high level of community involvement. Our Law Magnet program has established relationships with the Bexar County, District and Federal Courts.

Politicians such as Senator Van de Putte and Congressman Gonzalez as well as local attorneys have mentored our students and offered internships to senior Law Magnet students. Our Health Magnet Ambassador’s Program connects students with local health professionals. Summer camps are held at the University Health Science Center. Fox Tech students, magnet and traditional, help organize and staff Night in Old Tech, a Fiesta event which draws crowds of alumni and visitors. We also host Veterans Day celebrations that have been featured in the local news and have been attended by many community dignitaries. Through our Career Day events, students can meet and interact with professionals from across San Antonio, including the mayor. All of these family and community events have allowed Fox Tech to ensure student success.

1. Curriculum:

Fox Tech High School is committed to providing a focused, college preparatory curriculum that is aligned with the TEKS, SAISD's scope and sequence, College and Career Readiness Standards, and College Board's curricular requirements. This curriculum includes a wide variety of extended learning opportunities for students to be able to acquire real-life, hands-on experiences as well as offering students the opportunity to earn up to 60 college credit hours through Dual Credit and AP classes.

At Fox Tech, teachers work collaboratively to develop instructional coherence through consistent implementation and reflection of literacy based strategies. By acquiring effective strategies to read, write, think, and speak critically, our students will be able to meet more rigorous academic standards, enhancing their ability to transition to a four year college or university with the tools that will ensure academic success.

The Math Department has averaged a 38 points gain in state assessment scores due in part to the high level of collaboration amongst its team members. All students must complete four math courses in order to graduate. To meet the needs of our diverse learners, Fox Tech offers math classes ranging from Math Models to AP Calculus. So that all students receive a strong foundation in math as well as the ability to recognize real-world applications, the Math faculty constantly seeks out new and innovative teaching strategies and curriculum implementation. For example, in the Spring of 2012 nearly one-fifth of the student body attended a Math Super Saturday during which students utilized technology such as iPads to explore real world applications of quadratic formulas. Events such as this one exemplify the goal of the Math Department—to teach students how to apply the same logic and reasoning used in math to real world problems so that students are able to make better and more informed decisions throughout their lives.

The English faculty is committed to ensuring a seamless transition to higher learning for every Fox Tech student, which is evident in 98% pass rate at the exit level on the 2011 state assessment exam. Because of a strong commitment to improving AP Language and Literature scores, all Pre-AP and AP teachers have attended numerous professional development sessions, including AP Summer Institutes, and have aligned all Pre-AP and AP curriculum with College Board standards. The English Department also offers dual credit courses where students are concurrently enrolled at San Antonio College. The teacher of the dual credit courses ensures that her curriculum is aligned with SAC's learning outcomes and standards. The goal of all English classes is for all students who graduate, to be able to analyze not only literary texts but the world around them and to be able to understand the connection between themselves and the world.

The Social Studies Department at Fox Tech High School has consistently demonstrated a high level of success evident by 90% and higher passing rates on the state assessment exam. Social Studies students develop research skills, understand the importance of local, national and global citizenship and have recently qualified for state-level competitions in History Fair. Interested students can take Pre-AP, AP, and Dual Credit courses where they learn first-hand how to use resources to analyze and research through a historical lens. It is this focus on research and analysis that drives the Social Studies Department, whose aim is to graduate students who understand the social and historical implications and connections of past, current, and future events.

Significant gains have been made in Science over the course of the past five years—more than a 28% increase at the exit-level on the state assessment exam. The focus of all teachers is to guide students to be independent learners, and teachers often use technology, like Promethean Boards, iPads, body monitors, state of the art lab probe wear. Through their experiences with technology, labs, and science fair projects,

students are taught to defend their outcomes through evidence-based inquiry. Through this process of inquiry and analysis, the Science Department allows Fox Tech students to develop the ability to relate to, investigate the world around them.

The Fine Arts Department actively supports the core content areas by weekly collaborative meetings and by conferencing with core teachers. Not only does this department support the academics at Fox Tech, they represent an essential cultural component on campus. The Fox Tech Band and the nationally recognized mariachi program, not only provide music and entertainment to for the campus, but they are also a source of pride for the school and community. Our visual arts program, which includes AP and dual credit courses, offers rigorous art instruction and forms partnerships with community organizations, such as Art Pace and SW School of Art.

Two foreign languages, Spanish and French, are currently offered at Fox Tech. The Spanish AP program has been the most successful AP program on campus. Although students only require a minimum of three years of a foreign language to graduate, students have the opportunity to take up to Spanish IV.

Career and Technical Education (CTE) instruction develops foundational skills, core workplace competencies, and offers focused instruction in occupational areas. Through internships, practicums, cooperative education, school-based enterprises, dual enrollment programs, and apprenticeships are CTE students are provided meaningful opportunities to apply their academic and technical skills.

Physical Education teachers partner with the Science Department to offer multifaceted, diverse courses which offer opportunities for students to participate in meaningful learning experiences and form foundations of wellness, competency in movement, recreational and sport activities, and physical fitness. Problem solving, communication and social behavior skills are also emphasized. Students are challenged to journal goals that they have developed towards improving fitness levels. Students use heart monitors, blood pressure devices, body fat analysis machines and pedometers to collect and analyze their individual fitness data. In addition, they experience charting and graphing of their fitness achievement data which enables them to track their own program and develop their own workouts.

Both the Health and Law Professions programs focus on preparing students to succeed in Health and Law careers that require at least a four year degree. Both fields offer practicums and internship that allow students to shadow professionals and work in their respective fields. To facilitate this process, Fox Tech has partnered with local healthcare providers and law professionals.

The rigorous and focused instructional practice at Fox Tech as well as the faculty's willingness to collaborate across disciplines has directly and positively impacted student success.

2. Reading/English:

The Fox Tech English Department has been and is committed to finding and developing innovative instructional methods to ensure that all students become successful.

Last year, 95 percent students in all levels of state assessment testing passed the ELA exam. These high numbers illustrate the success that we have had at narrowing the achievement gap for struggling readers. Students classified as struggling in English, Special Ed, or ESL/LEP receive specialized instruction to help develop their reading skills. These students are enrolled in two English courses—one is their traditional, grade-level core English class and the other is a reading support class, like Read 180, Voyager or Fast Forward. In addition, ESL students receive sheltered instruction and Special Education students receive co-teaching support. These programs have helped us to achieve our Exemplary rating in ELA.

In addition to the aforementioned programs for struggling students, the English Department is committed to improving our scores on the AP Language and Literature exams; as such, we have aligned our Pre-AP and AP curriculum with College Board standards. All Pre-AP and AP teachers have attended numerous professional development sessions, including AP Summer Institutes to aid with the endeavor. The English Department also offers dual credit courses where students are concurrently enrolled at San Antonio College. The teacher of the dual credit courses ensures that her curriculum is aligned with SAC's learning outcomes and standards. The aim of the AP and Dual Credit courses is to ensure that students smoothly transition to college.

Providing specialized instruction is not the only means by which the English Department ensures student success. Our success can also be attributed to our unwavering focus on discovering increasingly innovative teaching practice. The English Department has become increasingly learner-centered focused. As a department, we aim to limit the amount of time that the teacher is in the front of the room delivering instruction. In order to foster an environment where students transition into leaders, the English Department structures lessons and class time around activities such as peer collaboration, Socratic seminars and learner-centered assignments. For example, students receive a selection of poems and work with a partner to annotate and analyze the poems according to assigned guidelines. After working collaboratively to analyze the poems, the students 'teach' the poem to the class and lead the discussion on the poem.

Through our dedication to finding and developing innovative instructional methods, the Fox Tech English Department is committed to fostering student success.

3. Mathematics:

The purpose of our mathematics curriculum is to provide students with multiple problem-solving strategies to develop fundamental math concepts and skills which are easily transferrable to other disciplines. To ensure that we work cohesively as a department and build a sustainable system of curriculum sharing, the department collaborates weekly. During these sessions, we share best practices promoting discovery-learning and exchange innovative strategies incorporating technology.

Our collaboration experiences have impacted our curriculum development and implementation by fostering an environment that promotes high levels of student engagement. Technology, such as our Promethean Active Inspire Software and Active Expressions, allows us to monitor all students' participation, regardless of their skill level. Active Expressions are data collection devices which permit teachers to quantify multiple types of data by having students text-in responses throughout the lesson. As such, we receive real-time data that allows us to adjust our lessons accordingly.

Additionally, students utilize TI-84 Plus graphing calculators, laptops, Geometer's Sketchpad Software to investigate mathematical concepts and reinforce the skills being taught. Students demonstrate their knowledge by using TI-Smartview and ActiveView on the Promethean Board installed in their classroom. They are able to lead class discussions and aid their peers who are struggling with concepts. Students visit websites such as Khan Academy, Agilemind and Rice Virtual Lab which enable students to review skills and track their progress on various mathematical concepts. By using these websites, students can focus on their individual needs for remediation and advancement.

Students of all skill levels are given an opportunity to advance within the math program. Students who perform below grade level are placed in two math classes—their grade level class and an intervention class that focuses on areas of weakness. All Math Department teachers offer before and after school tutoring as well as lunch tutorials to promote student success. Students at risk of failing state assessments are assigned mandatory math pullouts during school and are encouraged to attend Saturday math enrichments. The other disciplines collaborate with the Math Department and review math warm ups before the state assessment. If necessary, students are offered the opportunity to attend summer school for

state assessment remediation. If a student operates at above-grade level, he or she is encouraged to attend a summer accelerated courses in order be best prepared for AP Stats and AP Calculus AB.

4. Additional Curriculum Area:

The Science Department is committed to Fox Tech’s mission statement. Through the implementation of our science curriculum, students experience higher learning, positive relationships, rigorous instruction, and innovative technology.

The Science Department aims for higher levels of teaching and learning. Students participate in career-related field trips, allowing them to apply the knowledge gained in the classroom to the real world. Furthermore, projects such as Science Fair, Night at the Museum, labs, and summer readings have helped our program show a 28 percent increase in state assessment scores at the Exit Level. These higher level learning experiences are not confined to the students. The Science Department is committed to furthering our education, and 75 percent of science teachers hold master’s degree. This commitment to our own education fuels our commitment to our students.

Meaningful relationships support student academic success in science. Science faculty offers before, during-lunch and after-school tutorials as well as Super Science Saturdays. These tutorials help establish both student-to-student and teacher-to-student relationships. We also provide incentives for students who meet specified attendance or academic goals; teachers invite students to a special lunch, once per nine weeks, to celebrate their success. Additionally, the robotics club has open enrollment so any student interested in having fun while learning about engineering and technology is encouraged to attend.

The science department has adopted a variety of best practice to improve our instruction. We use data analysis, Pre-AP and AP strategies, labs and real world applications in classroom. We have established relationships with community partners to provide students with means to increase their learning. For example, our Health Magnet Explorers attend a lecture series relevant to their studies, attend field trips to local hospitals where they get to shadow a professional, such as a doctor or a medical technician, and learn about the science of the job. Because we have shown such success in state assessment scores, we have decided to develop an AP program and have created an AP Biology class for the first time at Fox Tech.

Fox Tech has been fortunate enough to receive grant monies allowing us to invest in technology. This technology includes Promethean instructional technology, state-of-the-art lab probe wear, iPads, and body monitors to engage students and enhance their learning. Because science is a rapidly advancing field, the investment in these technologies is an integral part to our continuing success and helps narrow the achievement gap.

5. Instructional Methods:

The instructional methodology at Fox Tech is an ongoing process of change and innovation. SAISD provides the school with instructional guides in most disciplines; however, we do not merely follow these guides. Fox Tech’s teachers meet collaboratively to augment the instructional guides to create a learning experience that is unique to students at Fox Tech. We have allotted time for vertical and horizontal alignment in order to ensure that the needs of all students are met. Additionally, we have integrated technology into all content areas to increase authentic student engagement—all rooms are equipped with either Promethean Boards or Smart Boards; Science and Math utilize clickers, iPads, and online programs, while ELA uses interactive, online reading programs and wikis. This is especially important during our transition from a traditional campus to a magnet campus as the needs of our students are quite diverse.

Each grade level has its particular set of instructional needs, and while all grade levels have made significant gains on state assessments, the disparate needs of the junior class, coupled with gains made at Exit-Level state assessments, are especially notable. While a third of the juniors are ESL or LEP, 20 percent is classified as Special Education, which also includes Life Strides. Students classified as Special Ed require individualized instructional modifications according to their IEPs. All teachers follow the guidelines of each student's IEP. Furthermore, we scaffold instruction, use instructional aids, and co-teach with Special Education certified teachers.

Of this same junior class, 34% are in AP classes. All AP teachers have attended AP seminars, aligned curriculum with College Board standards, and regularly collaborate, both within and across disciplines. To further meet the needs of advanced students we also offer dual credit classes in English, Art, and Art History. Teachers of these classes align their courses with the courses of San Antonio College.

With the ongoing transition to a stand-alone magnet in which all core-content classes will be either Pre-AP or AP courses, there is an increased focus on the requisite skills to be successful in an accelerated classroom. As such, there is a continued effort to vertically align our core class with end result of improving our AP scores.

Since the instructional needs of our campus are diverse, the faculty and administration of Fox Tech have embraced the spirit of collaboration and innovation to ensure student success.

6. Professional Development:

Professional development has been and continues to be an integral part of Fox Tech. After reviewing ELA state assessment data, the English Department recognized the need to augment instruction in the areas of Written Composition and Open-Ended Response (OER). English teachers attended numerous trainings, including those offered by Gretchen Bernabei and other writing specialists. After attending these sessions, the department implemented new writing strategies--sharing, modeling, and practicing them in-house to ensure instructional coherence in the face of staff turnover. This played an important part in the significant gains in composition scores on the state exam, which positively impacted ELA's overall passing rate. To address the OER, the English Department utilized skills gained at Laying the Foundations (LTF) trainings. Fox Tech was the first SAISD campus to receive in-house training from LTF, a pre-AP curriculum that addresses the skills necessary for success on the OER, specifically how to inference and use textual support. Many of our ELA teachers are in their third year of LTF training, one teacher is an LTF-certified trainer, and the Department uses these strategies regularly.

The Math Department also recognized the need to improve student areas of weakness on the state assessment exam. Math teachers attended and shared strategies learned at Advanced Quantitative Reasoning (AQR) trainings. The AQR trainings provided teachers with strategies to develop mathematical proficiency and literacy and utilize technology as part of the problem-solving process. The Math Department has focused on implementing technology in their curriculum and sought out professional development opportunities to blend content and technology. Programs such as Agile Mind and the Khan Academy allow teachers and students to use technology to improve the delivery and mastery of mathematic skills. In addition to these trainings, the Math Department has recently begun attending LTF training; through this program, and others, Math teachers continue to acquire new strategies to ensure student success as is evident in the increase in Fox Tech's overall pass rate on the Math section of the state assessment exam.

One of the most unique aspects of Fox Tech is the amount of collaborative time that the administration has provided for teachers. Each core content teacher has a grade-level collaboration built into his or her schedule. As grade-level teams, teachers meet daily to reflect on instructional practices, analyze their efficacy and to explore additional innovative instructional practices. As content areas, teachers meet weekly. During this time, as well as during additional time provided by the administration, content areas compose curriculum maps, develop cross curricular lessons, and develop new methods of assessments

like rubrics, use of college strategies like Cornell Note taking. Because grade-level and content teams work collaboratively, teachers are able to adjust lessons and implement changes on a more micro level. Furthermore, each team shares its strategies with the entire campus weekly, so no one team exists in isolation and we have a culture of in-house professional development across the campus.

With the impending changes on the state assessment and our transition to a stand-alone magnet, Fox Tech's focus has shifted to addressing weaknesses on AP Exams and potential student needs on the new state assessment exam while maintaining a focus on the students who are required to take the current state assessment. To face these challenges, Fox Tech will continue to use professional development to prepare our students for success.

7. School Leadership:

Fox Tech is committed to ensuring that all students graduate with the knowledge and skills necessary to transition to college and graduate. Campus leadership is the driving force behind this goal. The leadership philosophy embraced by our principal is one focused on making students and their needs the priority of Fox Tech. This philosophy has three tenets: building instructional coherence, establishing sustainability, and developing leaders from within. Through this three-tiered approach, the principal and administration provide every student and staff with the opportunity to succeed.

Building instructional coherence is central to the school's academic improvement. Our campus has created standardized, campus-based policies—ranging from late work acceptance policies to defining grading categories—to ensure consistency. By creating a system of standardization, we ensure that all students know campus expectations. On the curricular level, the principal has structured the campus schedule to allow for collaboration by grade level and content area. This collaboration focuses on vertical and curriculum alignment, instructional practices, and data analysis in order to monitor and track student success. This shared time has led to an increase in student interventions (such as lunch tutoring, cross curricular projects, increased literacy based strategies, etc.) which have led to greater student achievement.

The administration conducts weekly walkthroughs and provides feedback to the teacher, who then can share this information with his or her team; accordingly, campus planning, professional development, and areas of strength and weaknesses are addressed in a timely manner. This allows us to build a climate where a release of learning from teachers to students occurs. By endowing our students with the ability to build skills, instead of focusing solely on content, instructional coherence ensures that students become autonomous learners.

Inherent in the process of building instructional coherence is the establishment of systematic sustainability through the development of leaders from within. A deliberate emphasis has been put on the role of the teacher, not only in building instructional coherence but also as an intrinsic leader. Every teacher serves on at least one committee. Additionally, teachers share the responsibility of serving as meeting facilitator during collaborations. This process has built a culture in which all members have equal voice, are leaders and are dedicated to the success of every student. While every teacher and administrator is a leader on campus, the establishment of a system of coherence and sustainability encouraging internal leadership allows for flexibility. If a teacher or administrator leaves, the system does not crumble, student success does not decrease—the new teacher or administrator seamlessly transitions into the system and continues the cycle of coherence, stability, and internal leadership.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2006 Publisher: Pearson Educated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard/Commended	76	74	61	45	47
Commended	10	9	7	8	6
Number of students tested	158	258	288	336	409
Percent of total students tested	77	87	86	90	87
Number of students alternatively assessed	35	33	38	34	39
Percent of students alternatively assessed	17	11	11	9	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	77	74	60	46	48
Commended	9	8	8	7	6
Number of students tested	147	240	261	307	384
2. African American Students					
Met Standard/Commended			25	33	28
Commended				13	
Number of students tested	3	3	12	15	18
3. Hispanic or Latino Students					
Met Standard/Commended	77	74	62	46	48
Commended	11	8	7	8	6
Number of students tested	152	250	269	315	385
4. Special Education Students					
Met Standard/Commended		50		10	13
Commended					
Number of students tested	5	10	6	20	16
5. English Language Learner Students					
Met Standard/Commended	68	70	22	16	13
Commended	11	10		3	3
Number of students tested	19	20	32	38	30
6.					
Met Standard/Commended					
Commended					
Number of students tested					
NOTES:					
Students scoring at the 2100 level are considered "Proficient. Students scoring at the 2200 level are considered "College Ready". Students scoring at the 2400 level are considered "Commended".					

12TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2006 Publisher: Pearson Educated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard/Commended	91	90	85	84	79
Commended	14	13	14	10	9
Number of students tested	164	263	299	347	414
Percent of total students tested	80	57	90	92	87
Number of students alternatively assessed	33	33	28	26	43
Percent of students alternatively assessed	16	11	8	7	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	91	89	85	84	79
Commended	14	13	15	9	9
Number of students tested	153	245	271	317	391
2. African American Students					
Met Standard/Commended			100	71	79
Commended			14	24	11
Number of students tested	4	3	14	17	19
3. Hispanic or Latino Students					
Met Standard/Commended	92	90	85	85	79
Commended	14	13	14	9	9
Number of students tested	157	255	278	324	388
4. Special Education Students					
Met Standard/Commended		67	57	48	63
Commended				4	
Number of students tested	7	12	14	27	16
5. English Language Learner Students					
Met Standard/Commended	64	67	31	38	17
Commended	5	10			
Number of students tested	22	21	32	39	23
6.					
Met Standard/Commended					
Commended					
Number of students tested					
NOTES:					
Students who score at the 2100 level are considered "Proficient". Students who score at the 2200 level are considered "College Ready". Students who score at the 2400 level are considered "Commended".					

12TX7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2006 Publisher: Pearson Educated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard/Commended	97	85	65	75	65
Commended	19	15	12	11	4
Number of students tested	178	252	289	306	252
Percent of total students tested	89	85	88	85	85
Number of students alternatively assessed	20	33	30	34	37
Percent of students alternatively assessed	10	11	9	9	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	96	86	66	74	66
Commended	18	15	12	12	5
Number of students tested	166	231	262	275	242
2. African American Students					
Met Standard/Commended		80	65	30	62
Commended		10	12		
Number of students tested	2	10	17	10	13
3. Hispanic or Latino Students					
Met Standard/Commended	97	85	65	76	65
Commended	18	15	12	11	5
Number of students tested	174	237	266	293	236
4. Special Education Students					
Met Standard/Commended					
Commended					
Number of students tested	5	3	8	5	5
5. English Language Learner Students					
Met Standard/Commended	87	54	41	28	73
Commended	13		7	6	0
Number of students tested	15	28	27	18	15
6.					
Met Standard/Commended					
Commended					
Number of students tested					
NOTES:					
Students who score at the 2100 level are considered "Proficient". Students who score at the 2200 level are considered "College Ready". Students who score at the 2400 level are considered "Commended".					

12TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2006 Publisher: Pearson Educated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard/Commended	98	91	90	90	87
Commended	12	21	17	9	18
Number of students tested	179	260	300	325	256
Percent of total students tested	88	88	91	89	86
Number of students alternatively assessed	22	28	26	31	38
Percent of students alternatively assessed	11	9	8	8	13
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	98	92	89	90	87
Commended	11	20	15	9	18
Number of students tested	168	238	270	294	246
2. African American Students					
Met Standard/Commended		90	94	100	85
Commended		20	17		
Number of students tested	2	10	18	10	13
3. Hispanic or Latino Students					
Met Standard/Commended	98	91	89		87
Commended	11	20	17		18
Number of students tested	176	245	275	310	240
4. Special Education Students					
Met Standard/Commended		90	69	70	
Commended					
Number of students tested	5	10	16	10	5
5. English Language Learner Students					
Met Standard/Commended	78	59	50	37	31
Commended	6		4		
Number of students tested	18	29	26	19	16
6.					
Met Standard/Commended					
Commended					
Number of students tested					
NOTES:					
Students who score at the 2100 level are considered "Proficient". Students who score at the 2200 level are considered "College Ready". Students who score at the 2400 level are considered "Commended".					

12TX7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2006 Publisher: Pearson Educated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard/Commended	88	59	54	48	44
Commended	24	14	8	10	9
Number of students tested	92	236	334	400	446
Percent of total students tested	95	81	87	89	82
Number of students alternatively assessed	4	40	36	22	50
Percent of students alternatively assessed	4	14	9	5	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	86	59	54	48	45
Commended	24	14	8	10	9
Number of students tested	74	222	308	360	405
2. African American Students					
Met Standard/Commended			43	33	30
Commended			14	19	
Number of students tested	5	9	14	18	23
3. Hispanic or Latino Students					
Met Standard/Commended	88	60	55	48	45
Commended	23	13	7	9	9
Number of students tested	84	225	315	369	415
4. Special Education Students					
Met Standard/Commended		36	22	3	8
Commended					
Number of students tested		11	23	38	12
5. English Language Learner Students					
Met Standard/Commended		67	29	3	8
Commended		24	0	0	0
Number of students tested	3	21	35	47	53
6.					
Met Standard/Commended					
Commended					
Number of students tested					
NOTES:					
Students who score at the 2100 level are considered "Proficient". Students passing at the 2200 level are considered "College Ready". Students passing at the 2400 level are considered "Commended".					

12TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 9 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2006 Publisher: Pearson Educated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard/Commended	100	90	85	78	78
Commended	47	21	15	20	16
Number of students tested	93	256	349	407	462
Percent of total students tested	95	84	90	88	85
Number of students alternatively assessed	4	34	30	33	47
Percent of students alternatively assessed	4	11	8	7	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	100	90	85	79	79
Commended	45	19	15	20	17
Number of students tested	75	242	323	367	417
2. African American Students					
Met Standard/Commended		85	73	79	83
Commended		8	13	21	4
Number of students tested	5	13	15	19	23
3. Hispanic or Latino Students					
Met Standard/Commended	100	85	73	79	83
Commended	47	21	15	19	16
Number of students tested	85	241	328	377	431
4. Special Education Students					
Met Standard/Commended		61	41	29	71
Commended		6	3		12
Number of students tested		18	32	31	17
5. English Language Learner Students					
Met Standard/Commended		78	50	30	34
Commended		15	5		4
Number of students tested	3	27	38	46	53
6.					
Met Standard/Commended					
Commended					
Number of students tested					
NOTES:					
Students who score at the 2100 level are considered "Proficient". Students who score at the 2200 level are considered "College Ready". Students who score at the 2400 level are considered "Commended".					

12TX7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard/Commended	87	72	59	54	49
Commended	16	12	8	9	6
Number of students tested	428	746	911	1042	1107
Percent of total students tested	87	84	87	88	84
Number of students alternatively assessed	59	106	104	90	126
Percent of students alternatively assessed	10	12	9	7	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	86	73	59	54	51
Commended	15	12	9	9	6
Number of students tested	387	693	831	942	1031
2. African American Students					
Met Standard/Commended	90	72	46	32	37
Commended	20	18	9	12	0
Number of students tested	10	22	43	43	54
3. Hispanic or Latino Students					
Met Standard/Commended	87	73	60	55	50
Commended	16	11	8	9	6
Number of students tested	410	712	850	977	1036
4. Special Education Students					
Met Standard/Commended	70	49	27	6	15
Commended	0	0	0	0	0
Number of students tested	10	24	37	63	33
5. English Language Learner Students					
Met Standard/Commended	75	62	30	12	19
Commended	13	10	2	2	0
Number of students tested	37	69	94	103	98
6.					
Met Standard/Commended	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12TX7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Met Standard/Commended	95	90	86	83	80
Commended	20	18	15	13	13
Number of students tested	436	779	948	1079	1132
Percent of total students tested	87	76	90	89	86
Number of students alternatively assessed	59	95	84	90	128
Percent of students alternatively assessed	10	10	8	7	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard/Commended	95	90	86	83	80
Commended	18	17	15	13	14
Number of students tested	396	725	864	978	1054
2. African American Students					
Met Standard/Commended	100	88	89	80	82
Commended	27	15	14	17	5
Number of students tested	11	26	47	46	55
3. Hispanic or Latino Students					
Met Standard/Commended	96	88	81	84	82
Commended	19	17	15	12	13
Number of students tested	418	741	881	1011	1059
4. Special Education Students					
Met Standard/Commended	83	70	51	42	71
Commended	8	2	1	1	5
Number of students tested	12	40	62	68	38
5. English Language Learner Students					
Met Standard/Commended	72	67	43	34	29
Commended	5	7	3	0	2
Number of students tested	43	77	96	104	92
6.					
Met Standard/Commended	0	0	0	0	0
Commended	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12TX7