

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Maxine L. Silva Magnet High School for Health Professionals
(As it should appear in the official records)

School Mailing Address 121 Val Verde
(If address is P.O. Box, also include street address)

El Paso TX 79935-3945
City State Zip Code+4 (9 digits total)

Tel. (915) 496-8100 Fax (915) 533-3695

Website/URL http://www.geocities.com/episdsilvamagnet Email episdsilvamagnet@yahoo.com

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

(Principal's Signature) Date _____

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

Name of Superintendent Mr. Charles Tafoya
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Paso Independent School District Tel. (915)

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The 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.
5. 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.
6. 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 I - ELIGIBILITY CERTIFICATION
PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 56 Elementary schools
 16 Middle schools
 0 Junior high schools
 11 High schools

 83 TOTAL
2. District Per Pupil Expenditure: \$6,176.00

 Average State Per Pupil Expenditure: \$6638.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1.5 yr. Number of years the principal has been in her/his position at this school.
 1 yr If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	41	130	171
3				10	32	128	160
4				11	59	109	168
5				12	54	107	161
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							660

6. Racial/ethnic composition of the students in the school:
- 9.8 % White
 - 4.0 % Black or African American
 - 83.6 % Hispanic or Latino
 - 2.6 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 1.89 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	660
(5)	Subtotal in row (3) divided by total in row (4)	.0196
(6)	Amount in row (5) multiplied by 100	1.96

8. Limited English Proficient students in the school: 1 %
1 Total Number Limited English Proficient
 Number of languages represented: 5
 Specify languages: English, Spanish, Korean, Chinese, and Russian.
9. Students eligible for free/reduced-priced meals: 57 %
377 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: .6 %
4 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 3 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> </u>
Classroom teachers	<u> 34 </u>	<u> </u>
Special resource teachers/specialists	<u> 0 </u>	<u> </u>
Paraprofessionals	<u> 0 </u>	<u> </u>
Support staff	<u> 5 </u>	<u> </u>
Total number	<u> 41 </u>	<u> </u>

12. Student-“classroom teacher” ratio: 19:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.6	96.2	96.4	95.2	95.6
Daily teacher attendance	95.6	96.4	96.1	95.6	96.1
Teacher turnover rate	5.6	20.0	8.8	13.9	8.6
Student dropout rate	0.0	0.0	0.0	0.1	0.0
Student drop-off rate	0.0	0.0	0.0	0.0	0.0

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>198</u>
Enrolled in a 4-year college or university	<u>79%</u>
Enrolled in a community college	<u>15%</u>
Enrolled in vocational training	<u>.5%</u>
Found employment	<u>2%</u>
Military service	<u>3.5%</u>
Other (travel, staying home, etc.)	<u> %</u>
Unknown	<u> %</u>
Total	100 %

PART III - SUMMARY

Maxine Silva Health Magnet High School for Health Care Professionals is located in El Paso, Texas and is a part of El Paso Independent School District. In 1992 the El Paso Independent School District created El Paso's first health science magnet high school. The school is located in central El Paso, across from a large health care complex, R. E. Thomason Hospital and shares faculty and staff with Thomas Jefferson High School located on the same campus. The campus of Maxine Silva High School serves six school districts located within the city of El Paso and the county. The students who attend this program are selected their 8th grade year through a process involving TAAS test-scores of 70 or higher for 7th and 8th grade, 85 or higher grade point average for 7th and 8th grade in English, math, science, and social studies, and a writing sample.

The Health Science program is an accelerated program, which is unique and offers the students interested in a health science technology career or a career in the biological sciences, the opportunity to gain experience, knowledge, and skills in an area of interest. The Health Science Technology curriculum used by the HST faculty was created by educational and health professionals from Texas Tech and Thomason General Hospital. There is a set curriculum the students must follow beginning the freshman year and ending with the senior year. The curriculum consists of Intro to Health Science Technology, Medical Terminology, HST I, HST II, and the senior year two choices from Preceptorship, HST Co-op, Gerontology, Pharmacology, Clinical Nutrition, Clinical Mental Health, Medical Microbiology, Scientific Research and Design, and Pathophysiology. The curriculum is designed to enrich individual opportunity for success in the highly technical and challenging health care professions.

College preparatory instruction is emphasized and this gives way to a challenging yet supportive educational program. Advance placement courses, are taught by faculty members who have their Master Degree in their area of certification which may be English, math, science or social studies. Juniors and seniors can earn college credit and/or placement at over 2900 colleges and universities if they successfully complete the AP examination. The goal is to provide a quality education that addresses the uniqueness of each student so they will achieve academic success.

Students are encouraged to participate in extracurricular activities. Programs the students can get involved in are the National Honor Society, Academic Decathlon, Mu Alpha Theta Mathematics National Honor Society, ROTC, Branding Iron, Flags, Major Sports, Band, Choir, Orchestra, Theater Arts, Clown Internship Program and Health Occupations Students of America. It is believed the extracurricular activities give the students a way to develop greater self-esteem, self-confidence, and leadership qualities,

which will make them happy, productive, and successful members of any community.

A very special component of the magnet program is the LVN and Gerontology Program. These two programs allow the students to receive the Certified Nursing Assistant Certificate and the Licensed Vocational Nurse Certificate upon successful completion of the course work and passing of the state exam. Early exposure to health science jobs provides hands-on experience, allows students to evaluate if they really want to pursue a health-related field before they enter college, and provides a means to earning money to help pay for college expenses.

In summary, the faculty and staff at Maxine Silva Magnet High School strives to fulfill the mission of the school by providing a quality education, addressing the uniqueness of each and every student so they will excel in life.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Texas Assessment of Academic Skills (TAAS) Exit Level was used at the high school level to assess academic skills, from 1989 to 2002. The TAAS Exit Level Test is administered four times each year to eligible high school students. Two test administrations are offered each spring, with a third test administration in the summer and a fourth in the fall. The results of this test is used to determine whether or not a student has acquired the knowledge and skills necessary to receive a high school diploma. The law states that any student not demonstrating satisfactory performance may continue to retake the sections that he or she has not passed each time the exit-level test is administered. Upon satisfactory performance on all sections of the TAAS, the student will qualify to receive a high school diploma. Test scores can be used as a valuable tool for evaluating programs, but any achievement test can give only one part of the picture.

BASE INDICATOR STANDARDS FOR READING, WRITING, AND MATHEMATICS

Exemplary: at least 90% passing in each subject area (all students and each student group).

Recognized: at least 80% passing at each subject area (all students and each student group).

Academically Acceptable: at least 55% passing at each subject area (all students and each student group).

Academic Unacceptable Performance: below 55% passing at each subject area (all students and each student group).

TAAS Reading

For the school years 1997 to 2002 the reading scores have fallen under the exemplary standard indicator. The scores have been 11.6 to 15 points higher than the state scores. The sub-group scores have been consistently exemplary.

TAAS Mathematics

For the school years 1997 to 2002 the math scores have fallen under the exemplary standard indicator. The scores have been 1 to 13 points higher than the state scores. The sub-group scores have been consistently exemplary.

TAAS Writing

For the school years 1997 to 2002 the writing scores have fallen under the exemplary standard indicator. The scores have been 7 to 13 points higher than the state scores. The sub-group scores have been consistently exemplary.

2. Assessment data indicates whether a student has met minimum expectation/passed and how far the student's achievement is above or below the passing standard. All students failing to meet the minimum expectations on one or more TAAS tests are offered remediation through tutoring and Saturday TAAS camps. In addition, students who fail one or more parts of the TAAS are provided with a TAAS Study Guide. A student who has taken the TAAS test, two or more years in a row, the scores are used to gauge the achievement gains or losses. The test results are also used to compare the performance of an individual student to the performance of a similar demographic or program group.

The test results are used to evaluate instruction or programs. The TAAS tests are used to measure the state-mandated curriculum for a content area, considering test results by subject area and by objective to assist in evaluating curriculum and instruction. In addition, test scores are used to compare regional and statewide performance within the same subject area and grade.

3. Maxine Silva Magnet communicates student's performance data to parents in a Confidential Student Report mailed annually. The information contained in the report explains the student's TAAS scores in relation to the passing standards, the content areas in which the student may need remediation, the specific skills in which the need for further diagnosis is indicated, and the student's performance in comparison with his/her peers.

An annual School Report Card is mailed to the parent of every child enrolled in the public schools. The report card provides an overview of the school and the district performance on the TAAS test. Information is also included for progress of prior year TAAS failures.

4. Silva has achieved remarkable successes and shares them with our community and other schools on a local, state, national, and international level. A school website communicates our many activities and awards. A school district newsletter and a city/county hospital brochure share our performance and achievement to the community. The city newspaper and television coverage also communicates our involvement and achievement. Most importantly, our students share their successes and education with their parents, teachers, relatives, friends and anyone who asks. Administrators frequently receive requests to visit and discuss the magnet program and successes from districts wishing to start or improve their magnet programs. We are open to tours by request of anyone or any organization that wishes to visit our facilities, faculty and students.

“The Just for Kids Honor Roll” recognized Silva Magnet as one of the nine best high schools in Texas. As part of that program, students and administrators have already met as a panel to discuss what made our program successful. This discussion was videotaped for professional editing and subsequent distribution to Texas schools through the private industry sponsor. Silva Magnet continues to recruit both locally and throughout El Paso County which allows us to share information regarding the continued success of our students.

PART V-CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Students entering grade 9 must choose the Recommended High School Program as their school program. At the end of the freshman year or later, a student may opt for the Distinguished Achievement Program. Any change in a graduation plan requires parental, counselor and administrative approval.

The school's curriculum consists of the following elements: 4 years of English, 3 years of math and science, 3.5 years of social studies, one semester of government and economics, 1.5 semesters of physical education, one semester of health and speech, 1 year of technology applications, 1 year of fine arts in the same area, 2 years of a foreign language in the same language, and 3.5 years of elective courses. This degree plan requires 24 credits total for a student to graduate.

Maxine Silva Magnet High School is on a unique A/B block schedule. The students take eight classes a semester. They attend four classes on red day and four different classes on gray day. The total time spent in each class is 90 minutes. The advantage to the 90 minutes is the extra time allowed for lab work, research, writing papers, rotations, common planning time, inservice for teachers, etc. The block schedule also allows students to graduate with up to 32 credits.

The students are encouraged to select an advanced sequence of course work known as advance placement courses in at least one discipline and to sample other areas of study through their choice of electives. The objective is for students to learn about a variety of disciplines so they are informed decision-makers and competent leaders in the technological world of the 21st century.

Foreign language instruction (now referred to as: LOTE/Languages other than English) is a vital part of the curriculum at Silva Magnet H.S. Silva students have the option of taking Spanish, French, or Latin. The minimum requirement for graduation is two years of a foreign language but the students may opt to take up to four years. The first two years must be in the same language. After completing the two years, students may opt to continue with the same language or learn another language.

The foreign language curriculum offers levels I-IV and AP for speakers and non-native in French, Latin, and Spanish. The foreign language instructors address the four mediums of language acquisition: listening, reading, speaking, writing and further explore cultural aspects of the target languages through diverse activities, such as investigating and reporting on its: people, foods, clothing, religion, geography, and historical events. The classes for native speakers focuses more on literature, writing, and advanced grammar concepts, whereas the non-native classes is more of a conversational approach with basic reading and writing skills. A unique partnership has been built between the foreign language department and the HST department. In Mr. Lugo's Spanish classes, each semester medical enhancement is an integral part of the curriculum focusing on medical terminology, anatomy, common diseases, medical career investigations, and First Aid techniques.

In addition to the state high school curriculum, the Health Science Technology courses are designed to give an overview of the therapeutic, diagnostic, environmental, and information systems of the health care industry. The working knowledge of the language of medicine and the focus on health careers is taught the freshman year. During the sophomore year, the students are taught the basics of asepsis followed by training in the development of interpersonal relationship skills and appropriate behaviors used by health care providers. The junior year the curriculum is divided into three, twelve-week programs. At the

beginning of each of the twelve-weeks, the students spend time in the class learning necessary skills and terminology for the hands-on assignments in the clinical setting. The students will do a clinical rotation in the areas of medical laboratory, rehabilitation, dental technology, medical nursing, patient care, medical administration, community health services, ophthalmology, and veterinary medicine. This course is articulate with El Paso Community College. The senior year the students may choose from a variety of courses designed to stimulate interest in various fields of the medical/health community.

2. (Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The Silva English curriculum is unique in several ways; we integrate Health Science Technology through literature in many of our classes. One example of health science integration includes mental health issues which are thematically linked with novels that are taught in English classes at Silva. The novel Ordinary People offers students insight into teen suicide and the problematic issues that stem from this crisis. Flowers for Algernon highlights a grown man with Downs Syndrome who through a scientific research project attains a genius level IQ; students enjoy learning about these different health care issues which are embedded in the literature. When senior students read Frankenstein, issues surrounding cloning and medical ethics come into play; students research different theories involving these complex issues.

Silva Magnet High School offers English classes at the Pre-Advanced Placement and Advanced Placement levels. Currently Silva has six classes of Pre-AP English at the freshmen and sophomore grades combined; two sections each of AP English Language and Literature are taught in the junior and senior grades. On average Silva has five percent of students that read below grade level; one method that is used is the Accelerated Reader program. Our school has had success with the AR program; most students are able to raise their reading levels one to two grade levels by the end of the academic year regardless of their past reading ability.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The Health Science Technology program is the unifying theme to apply and enhance skills and knowledge of the diverse and demanding core curriculum. Health Occupation Students of America includes over 270 students active in community service and in area, state and national competitions that test essential skills and relate to our mission.

Freshmen and sophomore courses focus on leadership skills and professional responsibilities in the health/medical fields. Hands-on labs in basic clinical skills and Health Care Provider level Cardio-Pulmonary Resuscitation prepares the sophomores for Junior Rotations. Computer, library and community research for career exploration reinforces English and other Texas Assessment of Knowledge and Skills areas.

Students develop their observational skills in visits to nursing, medicine, personal health, rehabilitation, dentistry, veterinary medicine and community health sites. The junior rotation students are partners with the Head Start program and assist with health screenings in the community. In the spring semester of the sophomore year, students may apply to the LVN Articulation Program. This is a two-year Vocational Nursing program articulated with El Paso Community College. Upon successful completion of the program, the students may apply for licensure from the Board of Vocational Nurse Examiners.

Seniors may elect a Certified Nursing Assistant program designed to prepare them who to work with the

aging. The course includes development and application of theory, anatomy, physiology, and psychology of the aging.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The faculty uses a variety of instructional methods such as cooperative teaching in the integration of health topics in core subjects, community service projects, on-line instruction. We also use the standard instructional methods such as team and individualized projects, peer teaching, and cooperative learning.

As a health magnet high school the core subjects have components that tie into the health program. In English, we study novels to teach ethics and morality. In social studies, we compare health care systems of different countries, hemophilia and its effect on European royal families, and immigration and the health problems that exist today in areas such as the El Paso - Juarez metroplex. In Spanish classes, the students learn Spanish medical terminology, which help our students with health science rotations when dealing with Spanish speaking patients. In economics classes, students gain experience in the "real world" situations by developing a business plan for their own businesses.

The students go into the community for clinical rotations in which they screen for hearing problems in Headstart youngsters. In government classes the students learn how local and state governments work by doing a service-learning project which allows the students to try to implement change in the community such as putting in a stop sign or school zone sign.

The Certified Nursing Assistant (CNA) program provides hands-on experience with patients, using skills they have studied. Other hands-on methods include making French or Spanish food and analyzing the music of the 60's in social studies class.

We use a variety of on-line technologies such as Web Quests in the Math and English departments. The science department uses computer-based laboratory experiments instead of the traditional wet-lab methods.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

A comprehensive program of District professional development maintains and improves Silva Magnet faculty teaching skills. The Texas Infrastructure Fund, a grant, has provided the school with a computer lab and computer training for a group of seven teachers. These teachers share their expertise with their colleagues and their students. Many faculty members have attended computer training with Microsoft, Intel, Region 19 Education Service Center, and the campus. A campus-based initiative in Reading Across the Curriculum provides all teachers with reading inclusion strategies for all courses.

Twenty-six Advanced Placement and Pre-AP courses are offered at Silva Magnet. The AP teachers must maintain their Gifted and Talented certification by receiving six additional hours of G/T training each school year.

Health Science Technology teachers are required to obtain and maintain certification as Provider Level Cardio-Pulmonary Resuscitation Instructors. Several teachers maintain their Nursing and Occupational Therapy credentials by required course work. Some teachers work concurrently in their fields and as teachers they are able to communicate the most current practices and the relevance of high achievement in

all curricular areas to their students.

Math, Science, and Health Science Teachers have attended national, state, regional, and local conferences in their teaching fields.

Silva faculty members take courses at surrounding Universities to keep abreast of their teaching area and or to pursue higher academic degrees. At least six faculty members teach at the college level in the El Paso area.

TEXAS CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10

Test Texas Assessment of Academic Skills -Writing

Edition/publication year 2001

Publisher Texas Education Agency with Harcourt Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? No student is excluded from testing. All testing modifications are met with teachers and computers provided to input answers.

Number excluded 0

Percent excluded 0

At the exit level, Texas Assessment of Academic Skills (TAAS) is administered to 10th graders. The TAAS consists of reading, mathematics, and writing. Texas Learning Index (TLI) is the student's score on the TAAS reading and mathematics tests. The student's score is reported on the TAAS test as either a "scale score" or a "Texas Learning Index" (TLI) score. To pass the subject area TAAS test in reading and mathematics, the child must have a TLI of at least 70. This score indicates "Met Minimum Expectations". At the exit level, the TLI is only used for the TAAS reading and mathematics tests. The writing test uses a "scale score," where 1500 or above is passing. The writing test given to exit level students is in two parts. Part one the students must answer multiple-choice questions and on the other part, the student must write a composition. The highest score that can be made on the composition is a 4, and the lowest is a 1. To pass the subject area TAAS test in writing the student must have a scale score of at least 1500. The reading and mathematics test are multiple choice exams. The student may show mastery of a particular skill and yet not pass the TAAS test without mastering all of the skills (objectives). "Mastering all Objectives" means students have mastery of every objective in that particular test, on the written composition this is a score of 3 or 4.

TAAS Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES	98.9%	95.6%	97.6%	98.1%	94.6%
TAAS Reading All Students	100%	100%	98.6%	100%	99.4%
Minimum expectations/passing	100%				
Mastered all objectives	62.0%				
Number of students tested	182	183	212	206	169
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
Minimum expectations/passing	100%	100%	87.5%	100%	N/A
Mastered all objectives	83.0%				
2. Hispanic					
Minimum expectations/passing	100%	100%	98.8%	100%	99.2%
Mastered all objectives	59.0%				
3. White					
Minimum expectations/passing	100%	100%	100%	100%	100%
Mastered all objectives	75.0%				
4. Economically Disadvantaged					
Minimum expectations/passing	100%	100%	98%	100%	98.6%
Mastered all objectives	60.0%				
STATE SCORES	91%	88%	87%	86%	84%

TAAS Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES	98.9%	95.6%	97.6%	98.1%	94.6%
TAAS Mathematics All Students	99.4%	98.1%	99.1%	98.9%	99.4%
Minimum expectations/passing					
Mastered all objectives					
Number of students tested	182	183	212	206	169
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
Minimum expectations/passing	100%	100%	100%	100%	N/A
Mastered all objectives					
2. Hispanic					
Minimum expectations/passing	99.3%	98.7%	98.8%	97.6%	99.2%
Mastered all objectives					
3. White					
Minimum expectations/passing	100%	100%	100%	100%	100%
Mastered all objectives					
4. Economically Disadvantaged					
Minimum expectations/passing	100%	97.6%	99%	99.1%	98.9%
Mastered all objectives					
STATE SCORES	98%	90.2%	87.4%	85.7%	87.1%

TAAS Writing

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES	98.9%	95.6%	97.6%	98.1%	94.6%
TAAS Writing All Students	95.8%	100%	100%	96.7%	99.4%
Minimum expectations/passing					
Mastered all objectives					
Number of students tested	182	183	212	206	169
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
Minimum expectations/passing	100%	100%	87.5%	100%	N/A
Mastered all objectives					
2. Hispanic					
Minimum expectations/passing	100%	96.7%	100%	100%	96.8%
Mastered all objectives					
3. White					
Minimum expectations/passing	90.9%	100%	100%	94.4%	93.8%
Mastered all objectives					
4. Economically Disadvantaged					
Minimum expectations/passing	98.6%	100%	100%	97.2%	98.9%
Mastered all objectives					
STATE SCORES	88.7%	87.9%	88.2%	88.2%	87.4%

Explanation For The High Teacher Turnover Rate For 1998-1999 and 2000-2001.

Maxine Silva Health Magnet High School is a school where the faculty are selected for their desire to teach in an accelerated program. The hiring process selected highly skilled, well-experienced teachers who were willing to accept the challenge of change in a new, high-expectation environment with a school-wide health theme.

Several experienced teachers were near retirement during this time frame and retired. Other teachers were young, highly qualified, and ambitious. They chose to move to a more demanding environment. Several moved on to post-secondary positions, post-graduate study or positions in regional educational agencies.

The Health Science Technology Education department requires professional health care employment experience. Accepting the lower pay of a public school teacher means the loss of income. Several HST teachers found that they could not continue to teach when much higher salaries were available in private industry. Finally, one teacher was recruited to work at the Texas Education Agency for her expertise gained at Silva.

In closing, if a school is small, staffing will be smaller in numbers and any loss appears statistically larger.