

**REVISED MARCH 21, 2005**

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

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

Official School Name The School of Science and Engineering  
(As it should appear in the official records)

School Mailing Address 1201 E. Eighth Street  
(If address is P.O. Box, also include street address)

Dallas Texas 75203-2545  
City State Zip Code+4 (9 digits total)  
County Dallas School Code Number\* 057905026

Telephone ( 972 ) 925-5964 Fax ( 972 ) 925-6016

Website/URL www.dallasisd.org E-mail rwhite@dallasisd.org

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) Richard T. White, Principal Date \_\_\_\_\_

Name of Superintendent\* Dr. Larry Groppe

District Name Dallas Independent School District Tel. ( 972 ) 925-3700

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 Dr. Lois Parrott  
(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**

**[Include this page in the school's application as page 2.]**

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

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All data are the most recent year available.

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

1. Number of schools in the district:      156 Elementary schools  
   26 Middle schools  
   0 Junior high schools  
   21 High schools  
   14 Other  
  
   219 TOTAL
2. District Per Pupil Expenditure:      \$6062 (AEIS-year 2002-03)  
  
     Average State Per Pupil Expenditure: \$8,029

**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. 10 Number of years the principal has been in her/his position at this school.  
  
NA If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:

| Grade  | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK   |            |              |             | 7     |            |              |             |
| K  |            |              |             | 8     |            |              |             |
| 1  |            |              |             | 9     | 64         | 34           | 98          |
| 2  |            |              |             | 10    | 74         | 30           | 104         |
| 3  |            |              |             | 11    | 50         | 22           | 72          |
| 4  |            |              |             | 12    | 53         | 50           | 103         |
| 5  |            |              |             | Other |            |              |             |
| 6  |            |              |             |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>377</b>  |

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>29</u>   | % White                          |
| <u>28</u>   | % Black or African American      |
| <u>39</u>   | % Hispanic or Latino             |
| <u>3</u>    | % Asian/Pacific Islander         |
| <u>1</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1.7 %

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

|            |  |      |
|------------|--|------|
| <b>(1)</b> | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 0    |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 1    |
| <b>(3)</b> | Subtotal of all transferred students [sum of rows (1) and (2)]                                       | 1    |
| <b>(4)</b> | Total number of students in the school as of October 1, 2003-04                                      | 397  |
| <b>(5)</b> | Subtotal in row (3) divided by total in row (4) October 1, 2004-05                                   | 377  |
| <b>(6)</b> | Amount in row (5) multiplied by 100  | 2.5% |

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 37.8 %

Total number students who qualify: 150

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 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: 0%  
2 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>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness              | <u>    </u> Other Health Impaired                 |
| <u>    </u> Deaf-Blindness        | <u>    </u> Specific Learning Disability          |
| <u>    </u> Emotional Disturbance | <u>    </u> Speech or Language Impairment         |
| <u>    </u> Hearing Impairment    | <u>    </u> Traumatic Brain Injury                |
| <u>    </u> Mental Retardation    | <u>    </u> Visual Impairment Including Blindness |
| <u>  1</u> Multiple Disabilities  | <u>  1</u> Emotional disturbance                  |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

|                                       | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s)                      | <u>  1</u>       | <u>    </u>      |
| Classroom teachers                    | <u> 15</u>       | <u> 11.2</u>     |
| Special resource teachers/specialists | <u>  0</u>       | <u>    </u>      |
| Paraprofessionals                     | <u>  1</u>       | <u>    </u>      |
| Support staff                         | <u>  1</u>       | <u>    </u>      |
| Total number                          | <u> 18</u>       | <u> 11.2</u>     |

SEM has 15 full-time classroom teachers and 3 part-time teachers. The other part-time teachers are shared with other magnet schools to teach foreign language, social studies, physical education and other electives.

12. Average school student-“classroom teacher” ratio: 15:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

|                          | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98%       | 98%       | 98%       | 98%       | 98%       |
| Daily teacher attendance | 98%       | 97%       | 97%       | 96%       | 98%       |
| Teacher turnover rate    | 5%        | 5%        | 5%        | 0%        | 5%        |
| Student dropout rate     | 0%        | 0%        | 1%        | 0%        | 0%        |
| Student drop-off rate    | 2%        | 2%        | 2%        | 3%        | 2%        |

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

|  |               |
|--|---------------|
| Graduating class size                      | <u>110</u>    |
| Enrolled in a 4-year college or university | <u>80</u> %   |
| Enrolled in a community college            | <u>11</u> %   |
| Enrolled in vocational training            | <u>    </u> % |
| Found employment                           | <u>2</u> %    |
| Military service                           | <u>2</u> %    |
| Other (travel, staying home, etc.)         | <u>    </u> % |
| Unknown                                    | <u>5</u> %    |
| <b>Total</b>                               | <b>100</b> %  |

## PART III – SUMMARY

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The School of Science and Engineering Magnet High School (SEM) opened in the fall of 1982 with students commuting from their neighborhood high schools to attend SEM on a part-time basis. The Dallas Independent School District (DISD) created this Magnet specifically to prepare students for higher education and eventual careers in science, computer science, mathematics, and engineering. The school became full time in the fall of 1994 and moved to the new Yvonne A. Ewell Townview Magnet Center (YAETMC) in 1995. The SEM faculty and their 377 students are led by a dedicated principal to pursue SEM’s educational mission: *To provide students a rigorous academic and technical program relating to the sciences and engineering.*

DISD has capped the total enrollment for SEM students at 400. SEM’s current student body is 39% Hispanic, 28% African American, 29% Anglo, and 4% Asian/ Native American/other. The school district identifies 38% of SEM’s students as “economically disadvantaged”. The faculty constantly challenges students to strive for excellence both academically and socially while providing the encouragement and support. SEM’s curriculum prepares all students to excel in Advanced Placement (AP) courses, problem-solving skills, and extensive subject knowledge. SEM’s extracurricular teams succeed in competitions at the state, national, and international levels. Teachers augment their education each year by attending AP workshops, engineering camps and vertical team meetings.

Since the 1996-97 school year, SEM has earned the Texas Education Agency’s highest rating of “Exemplary” every year, even as statewide evaluation standards have continued to rise. The students’ accomplishments demonstrate their belief in SEM’s motto: *This is a school where the possibilities are endless.*

A sense of “family” pervades the relationships among SEM’s students and faculty, both in the classroom and in extracurricular activities. As coach of the Computer Programming team, Principal White led his 3-member team to #2 in the world in both the 2001 and 2002 international All-Star Contests sponsored by the American Computer Science League. The students exert a positive peer pressure on one another, which is evident in the spring as the national AP Exam and state TAKS testing dates approach. There is a mutually supportive spirit focused on continuing SEM’s stunning record of group success on AP Exams and Texas TAKS exams. According to Educational Testing Service data on the number of students who pass AP Exams in various subjects, SEM excels among all other U.S. high schools, public or private, regardless of size. For the past 3 years, SEM has been the #1 high school in the nation for the number of African-American and Hispanic students passing AP Calculus. This past year, SEM was #2 in the nation for the number of “all 10<sup>th</sup>-graders” passing AP Calculus, and #1 for the combined number of African-American and Hispanic 10<sup>th</sup>-graders.

This close-knit, high-achieving family of SEM faculty and students attracts a diverse group of supportive parents and industry/academic leaders. Parents are very involved in the Parent-Teacher-Student Association, and they serve on SEM's Site-Based Decision-Making Committee. In 1999, Southern Methodist University and Texas Instruments asked SEM to be the first high school in America to pilot the engineering curriculum now known as the Infinity Project. That curriculum is now used in 20 states and the District of Columbia, under the co-sponsorship of the U.S. Department of Education and the National Science Foundation.

Torrence Robinson of Texas Instruments, a co-founder of the Infinity Project, says this about SEM's contribution: "The Science and Engineering Magnet's participation in the pilot phase of the Infinity Project deployment was critical in that it provided a real-world example of how an effective, rigorous and high-tech engineering curriculum would be accepted within a large urban school district. It also confirmed our belief of how far students' minds could "stretch" with a motivated instructor and supportive principal."

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Criterion-Referenced and Norm-Referenced Results for the Science and Engineering Magnet.**

The State of Texas accountability test, the Texas Assessment of Academic Skills (TAAS) was introduced in 1990. This test was a significant factor in the State of Texas' statewide school accountability system. The associated school ratings ranged from "Low Performing" to "Exemplary", the highest ranking a school may receive from the Texas Education Agency. In 2002 Texas' school accountability transitioned from the Texas Assessment of Academic Skills "TAAS" to the Texas Assessment of Knowledge and Skills "TAKS". The significance of the change, was the alignment and the evaluation to the state curriculum of Texas Knowledge and Skills "TEKS". The TAKS is a more challenging test and it covers Mathematics, Language Arts, Science and Social Studies. Students are tested during the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. The exit level TAKS is given during the student's 11<sup>th</sup> grade year. On the TAKS the students who pass either met minimum standards or were commended on their performance. It is important to note that the School of Science and Engineering (SEM) made the transition from the TAAS assessment to the TAKS assessment without losing its Exemplary ranking. SEM's first accountability rating was "Recognized" in the 1996-1997 academic year. Since that time it has maintained the rating of "Exemplary". Both the TAAS and the TAKS have shown SEM's success in reaching all ethnic and economic sub-populations within the student body. The TAKS assessment data gives us a more comprehensive picture of the students across a broader curriculum. The TAKS is only the beginning. The students are world leaders in taking Advanced Placement courses and passing the Advanced Placement exams.

One of the most significant achievements of the SEM is the continual progress made towards closing the achievement gap between majority and minority students. The Science and Engineering Magnet does not exempt any of its student population from either the Texas assessment tests or the national norm-referenced tests. The Iowa Test of Basic Skills and the Stanford 9 are norm-referenced tests. Over 96 percent of our students have been tested each year on the norm-referenced tests. We have been successful in testing more students and raising the median percentiles on norm-referenced tests. We continue to use the norm-referenced testing to assess and improve student performance.

The major assessment strategy the school and the Dallas school district uses is the Campus Instructional Leadership Team, (CILT). This group reports to the campus during the summer months to analyze data from the previous year and works with the principal and faculty to develop a strategy to address problem objectives. The faculty targets objectives in which eighty percent or fewer of the students mastered the objectives from the Texas Assessment of Knowledge and Skills. The CILT and the faculty attend vertical team meetings and strategy sessions. Members also work with special population personnel to learn strategies and obtain materials to deliver appropriate instruction to special populations.

Parents, students, teachers, and administrators embrace the philosophy that the study of mathematics is the cornerstone for success in science and engineering related courses. The strong accelerated math program at SEM is the foundation for early exposure to other advanced mathematics and technology courses that are offered, including AP Statistics, AP Computer Science, Robotics, and Discrete Mathematics. The unique opportunities provided by the mathematics program at SEM enhance the students' performances in many other fields of study.

Campus data may be found at Texas Education Agency website <http://www.tea.tx.us> A comprehensive picture of the school is found under the AEIS data.

## **2. Improvement of Student and School Performance.**

The principal selects a group of campus leaders which comprise the Campus Instructional Leadership Team (CILT). The CILT team of educators is trained by the Dallas school district at the beginning of each school year. They are given the campus data information and attend a data analysis workshops. The educators are informed of the district goals and directed to incorporate these into their campus goals. This team analyzes campus data, looks at student profiles, conducts item analysis and then develops a plan of action in the form of a Campus Improvement Plan (CIP). The data packet is detailed and gives TAKS results by grade and objective. The CILT compares the school's progress with other schools in the district and state. They target problem objectives, develop a plan of action and make projections. This school considers an objective a problem if fewer than eighty percent of the students master it. Part of this team's responsibility is to conduct formative evaluations during the year and to assist teachers in administering the Campus Improvement Plan.

The CILT team and the faculty utilize Individual Student Profiles, which are a critical component of continuous school improvement. The profile gives a picture of the student and their progress from the beginning of their school career. The information is used to meet the needs of the individual child. Students in need of academic assistance or support services are referred to the Student Support Team. This group of professionals who possess varied areas of expertise search for strategies and services to help students experiencing problems. An English as a Second Language "ESL" teacher serves as a resource to students transitioning from ESL classes to a mainstream curriculum. Other support services are provided as the need arises.

## **3. Communication of student Performance, including assessment data, to parents, students and the community.**

SEM prepares marketing materials for the public in order to present its program and its successes to parents, the community, and potential students. As recruiting of students is a critical component of the SEM success story, we are constantly reviewing and updating our assessment data. First of all the school follows the state law of providing the school report card to parents and makes this accounting available for public access.

The school's Site-Based Decision Board, which is composed of parents, students, teachers, business leaders, and community leaders receives summary data about the school's performance. This group of stakeholders help communicate the school's successes through emails, newsletters, and sharing information with the community.

Accounting to the school's stakeholders is an integral part of the school's success. The Dallas school district posts school data on the district web site. The school communicates directly with parents through Parent Teacher Student Association meetings, e-mails and newsletters. SEM holds an annual "State of the AP" meeting with parents to highlight the students successes in taking and passing Advanced Placement exams. The parents of students at risk of failing any course are sent progress reports through the mail and all parents are sent a report card every six weeks. Regular parent/teacher conferences are held a minimum of twice a year.

SEM students attend some of the best universities in the country such as MIT, Stanford, Morehouse, Cornell, and University of Chicago, to name a few. Our most recent class of graduates received over \$1.5 million in scholarships. The annual graduation rate continues to be 100 %. Our best communication tool for our school continues to be students and our graduates. They recruit and give first-hand accounts of the quality of their high school program.

#### **4. How the school has shared and will continue to share its successes with other schools.**

SEM teachers take the initiative to present to local, state, and national teacher organizations. They work on curriculum committees and as curriculum trainers for new and veteran teachers. They also serve as mentors to other teachers. The Advanced Placement teachers present to AP and Pre-AP teachers and provide tutoring sessions to students all over the district. They lead vertical team meetings and contribute to a collection of materials used in classrooms, laying the foundation for Advanced Placement students. Content teachers meet regularly with area teachers to discuss district target areas and share teaching strategies. This forum allows teachers to address district problem objectives and work toward improving district student success.

SEM serves as a world renowned model for success. Delegations from Europe, Asia, and other states visit the school and meet with personnel to discuss strategies and curriculum that have contributed to the students' success. The school has served as a model magnet school in the United States. In the Dallas school district, SEM has been a model in being the first to implement the "fast-track" math program which enables students to prepare earlier to take AP mathematics classes. Other high schools have now followed this example. SEM also identified the advantages of providing a summer boot camp to prepare students for high school life. This boot camp model has been adopted by the Dallas school district.

SEM was one of the original Dallas O'Donnell Foundation schools (now part of the Texas Instrument Foundation schools) which paved the way for the exponential growth of students throughout the district passing the Advanced Placement exam. This model is now being utilized in many schools across the State of Texas.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. The Science and Engineering Magnet High School ("SEM") was designed with a mission to provide students with a rigorous academic and technical program relating to the sciences and engineering. The curriculum has been developed over a period of years to reflect the changing requirements in the industrial, technological, and academic world. The course work emphasizes problem solving and analytical skills that are necessary to be successful in the sciences and engineering, and will help students meet the demands of a technical workforce.

SEM students' graduation plans also calls for a minimum of three years of a foreign language. Spanish, French, Latin and German are available, and Latin is currently a required course for SEM freshmen. Students are offered courses in the arts which include band, orchestra, art, choir and theater. The curriculum includes high standards and the goal of developing the whole student.

SEM offers primarily Pre-Advanced Placement and Advanced Placement classes that prepare students to be successful in the university setting upon graduation. These classes give the student an opportunity, if Advanced Placement Tests are passed, to graduate from high school with college credit sufficient for sophomore standing or higher.

The math curriculum tries to move the student into higher levels of math as early as possible. Most SEM students are enrolled in or have completed their first calculus course by the beginning of their 11<sup>th</sup> grade year, and many are in their second year of calculus. This acceleration of the mathematics courses does not occur in the traditional high school. It is possible at SEM due to the concentration of students with strong interests in mathematics, science, and engineering.

With their advanced math skills, SEM students are able to move into other courses such as AP Computer Science, AP Chemistry, AP Physics C, and Digital Signal Processing (DSP), where math knowledge is used in practical applications. The DSP course uses the nationally known Infinity Project curriculum, which is co-sponsored by the U.S. Department of Education and the National Science Foundation. SEM's curriculum is designed with the main courses stranding into other classes. The mathematics, chemistry, and physics courses all are stranded to the electronics offerings and each utilizes and supports the others' objectives.

The School of Science and Engineering Magnet has course sequences and offerings that are not found in the traditional high school. An example of this is SEM's 10<sup>th</sup> grade science curriculum. During the 10<sup>th</sup> grade year SEM students take both Pre-AP Chemistry and Pre-AP Physics. Both are taught with higher-order thinking skills as standard practices and require the use of more advanced mathematics than those required of the normal 10<sup>th</sup> grade student. With both Pre-AP Physics and Pre-AP Chemistry taken concurrently, students receive a solid foundation allowing them to move to AP science classes in their 11<sup>th</sup> grade year. Many SEM 11<sup>th</sup> graders enroll in "Super Class", which is a three AP course sequence: AP Chemistry, AP Physics B and AP Chemistry/Physics B Lab. This sequence gives students the normal AP Chemistry and Physics B lecture classes, but the students also are able to complete more than twice as many Chemistry and Physics labs as in the normal high school curriculum. This increases the student's chances of success on AP Chemistry and AP Physics B.

In four years, SEM students routinely complete six to eight science courses with a minimum of four being Advanced Placement, and five to seven mathematics courses with three being Advanced Placement. The results of this curriculum are shown by the success SEM students' have had in the technology, engineering, medical and science fields at major colleges and universities.

**2b.** Since no SEM students read below grade level, the SEM English department offers a 4- or 5-course curriculum to incoming students. Students complete both Pre-AP English I and Pre-AP English II materials during their freshman year, reading a minimum of two plays, two novels, one autobiography, and one epic for their independent reading assignments. They also read stories, poems, and non-fiction selections. In the late winter, freshmen may choose to complete a screening test for AP English III: Language and Composition, in order to determine whether or not they qualify for "fast-tracking" in English. Students who pass the screening test then take the state's Exam for Acceleration (EFA) in June. If they pass the EFA with a grade of at least 90%, then they enter AP English III: Language and Composition at the beginning of their sophomore year.

Sophomores, who do not "fast-track", enroll in Pre-AP English II. They have already completed the state requirements for this course; therefore, SEM teachers use this year for intensive preparatory work in composition and in close reading techniques. "Fast-track" sophomores enroll in AP English III: Language and Composition classes together with juniors. These students primarily read non-fiction and develop skills in argument and persuasion, in preparation for the AP English III: Language and Composition exam during the spring semester.

After completing AP English III: Language and Composition, students enroll in AP English IV: Literature and Composition, as juniors or seniors. Students who complete the 4-year curriculum by the end of their junior year may elect to take Humanities during their senior year.

Students graduating from SEM, while especially gifted in mathematics and science, also possess a solid grounding in verbal and written communication skills obtained through their English coursework.

3. The school's mission is to provide students a rigorous academic and technical program relating to the sciences and engineering. The rigors of this program require students to master the state required essential skills and knowledge before progressing to advanced courses. Using the Advanced Placement (AP) math curriculum, the mathematics program at the School of Science and Engineering Magnet High School prepares students for the rigors of college-level work. SEM allows students who have the desire to move through the curriculum at an accelerated pace. The majority of freshmen students are enrolled in a "fast-track" math program, enabling them to complete Pre-AP Algebra II and Pre-AP Calculus in one year, and gives them mathematics on a daily basis, which was the determining factor in the decision to add fast-track math to the curriculum. Most of these students are then able to complete successfully AP Calculus AB during their sophomore year and AP Calculus BC during their junior year.

Students who are not ready for the "fast-track" are enrolled in Pre AP math courses and encouraged to complete AP Calculus AB by their senior year. Before- and after-school tutoring, peer tutoring, required independent study periods for students in AP Calculus AB, and Saturday math prep sessions all help to prepare students for success on the AP Calculus exams in May.

The result of this math program is a record of students passing AP Calculus exams. For the last three years, College Board data shows that SEM has been the #1 high school in the nation for the total number of African American and Hispanic students passing AP Calculus exams. In a letter to SEM's Principal, the College Board states that SEM "has been identified as having the strongest AP Calculus BC course(s) in the world among schools in your size range (less than 500 High School students)." - Trevor Packer, Executive Director of Advanced Placement Programs, The College Board.

4. The key factor in SEM's delivery of instruction is that content is not taught in isolation. The program is integrated and well rounded. Freshmen become acclimated to high school life and expectations via a summer boot camp which includes instruction in Mathematics, English and Study Skills. Teachers at all levels integrate the curriculum by collaborating and sharing topics and strategies. Learning is enhanced by tutoring sessions, Saturday Advanced Placement (AP) prep sessions, televised "Calculus Live." Teachers integrate engineering applications into mathematics courses. Teachers address various learning styles through lectures, visual presentations, hands-on activities, labs, research activities and cooperative learning. Students prepare for the next academic year through content-specific summer tutorials entitled "Are you ready for AP?"

In Aquatic Science, students utilize their skills in chemistry and physics, as they relate to water quality and the environment. This instructional method requires the students to apply of all these principles in analyzing water samples and aquatic environments. To collect water samples and examine environments, the students do teacher-supervised field work in the Trinity River area near the school.

For students with an interest in biology or medicine, SEM offers a course in Advanced Biological Research dealing with electron microscopy. SEM has one of the ten (or fewer) operating electron microscopes in America's high schools. This course teaches students the principles of transmission, electron microscope operation, including sample preparation, electron microscope operation, and microscope care. The students must not only prepare and analyze samples, but also conduct individual research projects requiring an oral defense of their research in front of faculty members - similar to that required for obtaining an advanced college degree.

5. The SEM faculty members are in a never-ending learning mode. The faculty far exceeds the Dallas school district's and state of Texas' minimum staff development requirements. They are trained in the state-required 30 hours of gifted education, and also receive additional training in the teaching of Advanced Placement (AP) and Pre-Advanced Placement courses via College Board summer workshops and training sessions throughout the academic year. Teachers also take advantage of elective staff development such as technology and curriculum enhancing workshops. Many of our teachers have taken the "Spanish for Teachers" course. Teachers participate in vertical teams, faculty sharing, continuing education, and pursuit of advanced degrees and additional certifications. They partner with Texas Instruments, Southern Methodist University, and the University of Texas at Dallas to stay informed on state-of-the-art technology and teaching methodologies.

The first level of evidence is the school's consistent performance with the Texas Education Agency indicators for success and earning the Exemplary designation. Their efforts bear fruit in the performances of SEM students in a variety of Advanced Placement Examinations. SEM is one of 27 high schools in the Dallas Independent School District (DISD), which has a total of approximately 37,000 high school students. According to College Board data for the 2002-2003 academic year, SEM's student body of approximately 400 produced:

- 33% of the DISD students passing AP Calculus Exams.
- 33% of the DISD students passing AP Exams in all of the sciences.
- 55% of the DISD students passing AP Chemistry Exams.
- 54% of the DISD students passing AP Computer Science Exams.

During that academic year, SEM students took and passed a total of 610 AP Exams.

## PART VI (Not Applicable)

## PART VII - ASSESSMENT RESULTS

NOTE: In order to get percent commended and counts, the Assessment reports were used for each year and are at the standards for each year, i.e. 2003 is @ 2 Standard Error Measurement for grades 9-11, 2004 is @ 1 Standard Error Measurement for grades 9 & 10 and @ 1 Standard Error Measurement for grade 11. TAKS not given in 2001-02, TAAS was the state test in 2001-02.

Subject Reading Grade 9 Test TAKS 2003-04, 2002-03

|  | 2003-04  | 2002-03  | 2001-02   |
|--|----------|----------|-----------|
| Testing Month                              | February | February | Not Given |
| <b>SCHOOL SCORES</b>                       |          |          |           |
| % Met Standard                             | 99       | 100      |           |
| % Commended                                | 23       | 12       |           |
| Number Students tested                     | 106      | 81       |           |
| Percent of total students tested           | 99       | 100      |           |
| Number of Students alternatively assessed  | 0        | 0        |           |
| Percent of Students alternatively assessed | 0        | 0        |           |
| <b>SUBGROUPS SCORES</b>                    |          |          |           |
| 1. African American                        |          |          |           |
| % Met Standard                             | 100      | 100      |           |
| % Commended                                | 13       | 12       |           |
| Number of students tested                  | 30       | 26       |           |
| 2. Hispanic                                |          |          |           |
| % Met Standard                             | 100      | 100      |           |
| % Commended                                | 21       | 24       |           |
| Number of students tested                  | 39       | 25       |           |
| 3. White                                   |          |          |           |
| % Met Standard                             | 97       | 100      |           |
| % Commended                                | 35       | 0        |           |
| Number of students tested                  | 31       | 27       |           |
| 4. Economically Disadvantaged              |          |          |           |
| % Met Standard                             | 100      | 100      |           |
| % Commended                                | 18       | 14       |           |
| Number of students tested                  | 39       | 29       |           |
| <b>STATE SCORES</b>                        |          |          |           |
| % Met Standard                             | 84       | 82       |           |
| % Commended                                | 9        | 6        |           |
|  |          |          |           |

Subject Math Grade 9 Test TAKS 2003-04, 2002-03 /TAAS 2001-02

|  | 2003-04 | 2002-03 | 2001-02                   |
|--|---------|---------|---------------------------|
| Testing Month                              | April   | April   | TAKS not given in 2001-02 |
| <b>SCHOOL SCORES</b>                       |         |         |                           |
| % Met Standard                             | 98      | 99      |                           |
| % Commended                                | 66      | 60      |                           |
| Number Students tested                     | 106     | 81      |                           |
| Percent of total students tested           | 100     | 100     |                           |
| Number of Students alternatively assessed  | 0       | 0       |                           |
| Percent of Students alternatively assessed | 0       | 0       |                           |
| <b>SUBGROUPS SCORES</b>                    |         |         |                           |
| 1. African American                        |         |         |                           |
| % Met Standard                             | 97      | 96      |                           |
| % Commended                                | 57      | 42      |                           |
| Number of students tested                  | 30      | 26      |                           |
| 2. Hispanic                                |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 67      | 68      |                           |
| Number of students tested                  | 39      | 25      |                           |
| 3. White                                   |         |         |                           |
| % Met Standard                             | 97      | 100     |                           |
| % Commended                                | 68      | 70      |                           |
| Number of students tested                  | 31      | 27      |                           |
| 4. Economically Disadvantaged              |         |         |                           |
| % Met Standard                             | 97      | 100     |                           |
| % Commended                                | 62      | 55      |                           |
| Number of students tested                  | 39      | 29      |                           |
| <b>STATE SCORES</b>                        |         |         |                           |
| % Met Standard                             | 59      | 82      |                           |
| % Commended                                | 14      | 6       |                           |
|  |         |         |                           |

Subject ELA/Reading Grade 10 Test TAKS 2003-04, 2002-03/TAAS 2001-2002

|  | 2003-04  | 2002-03  |                      | 2001-02  |
|--|----------|----------|----------------------|----------|
| Testing Month                              | February | February |                      | February |
| <b>SCHOOL SCORES</b>                       |          |          |                      |          |
| % Met Standard                             | 97       | 96       | Met Expectations     | 100      |
| % Commended                                | 8        | 6        | Academic Recognition | 53       |
| Number Students tested                     | 74       | 110      |                      | 109      |
| Percent of total students tested           | 97       | 98       |                      | 98       |
| Number of Students alternatively assessed  | 0        | 0        |                      | 0        |
| Percent of Students alternatively assessed | 0        | 0        |                      | 0        |
| <b>SUBGROUPS SCORES</b>                    |          |          |                      |          |
| <b>1. African American</b>                 |          |          |                      |          |
| % Met Standard                             | 91       | 93       | Met Expectations     | 100      |
| % Commended                                | 0        | 0        | Academic Recognition | 50       |
| Number of students tested                  | 23       | 30       |                      | 38       |
| <b>2. Hispanic</b>                         |          |          |                      |          |
| % Met Standard                             | 100      | 100      | Met Expectations     | 100      |
| % Commended                                | 14       | 8        | Academic Recognition | 48       |
| Number of students tested                  | 22       | 37       |                      | 40       |
| <b>3. White</b>                            |          |          |                      |          |
| % Met Standard                             | 100      | 97       | Met Expectations     | 100      |
| % Commended                                | 7        | 8        | Academic Recognition | 68       |
| Number of students tested                  | 27       | 36       |                      | 28       |
| <b>4. Economically Disadvantaged</b>       |          |          |                      |          |
| % Met Standard                             | 94       | 97       | Met Expectations     | 100      |
| % Commended                                | 6        | 3        | Academic Recognition | 39       |
| Number of students tested                  | 17       | 37       |                      | 33       |
| <b>STATE SCORES</b>                        |          |          |                      |          |
| % Met Standard                             | 75       | 72       |                      | 94       |
| % Commended                                | 4        | 5        |                      | n/a      |

Subject Math Grade 10 Test TAKS 2003-04, 2002-03/TAAS 2001-2002

|  | 2003-04 | 2002-03 |                      | 2001-02 |
|--|---------|---------|----------------------|---------|
| Testing Month                              | April   | April   |                      | April   |
| <b>SCHOOL SCORES</b>                       |         |         |                      |         |
| % Met Standard                             | 100     | 100     | Met Expectations     | 100     |
| % Commended                                | 38      | 36      | Academic Recognition | 54      |
| Number Students tested                     | 74      | 111     |                      | 108     |
| Percent of total students tested           | 97      | 99      |                      | 97      |
| Number of Students alternatively assessed  | 0       | 0       |                      | 0       |
| Percent of Students alternatively assessed | 0       | 0       |                      | 0       |
| <b>SUBGROUPS SCORES</b>                    |         |         |                      |         |
| <b>1. African American</b>                 |         |         |                      |         |
| % Met Standard                             | 100     | 100     | Met Expectations     | 100     |
| % Commended                                | 17      | 23      | Academic Recognition | 34      |
| Number of students tested                  | 23      | 31      |                      | 38      |
| <b>2. Hispanic</b>                         |         |         |                      |         |
| % Met Standard                             | 100     | 100     | Met Expectations     | 100     |
| % Commended                                | 50      | 30      | Academic Recognition | 63      |
| Number of students tested                  | 22      | 37      |                      | 40      |
| <b>3. White</b>                            |         |         |                      |         |
| % Met Standard                             | 100     | 100     | Met Expectations     | 100     |
| % Commended                                | 44      | 44      | Academic Recognition | 63      |
| Number of students tested                  | 27      | 36      |                      | 27      |
| <b>4. Economically Disadvantaged</b>       |         |         |                      |         |
| % Met Standard                             | 100     | 100     | Met Expectations     | 100     |
| % Commended                                | 35      | 28      | Academic Recognition | 52      |
| Number of students tested                  | 17      | 36      |                      | 33      |
| <b>STATE SCORES</b>                        |         |         |                      |         |
| % Met Standard                             | 63      | 73      |                      | 92      |
| % Commended                                | 8       | 7       |                      | n/a     |

Subject Social Studies Grade 10 Test TAKS 2003-04, 2002-03/TAAS 2001-2002  
 (Social Studies state assessment test not given prior to 2002-03)

|  | 2003-04 | 2002-03 | 2001-02                   |
|--|---------|---------|---------------------------|
| Testing Month                              | April   | April   | TAKS not given in 2001-02 |
| <b>SCHOOL SCORES</b>                       |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 62      | 29      |                           |
| Number Students tested                     | 74      | 112     |                           |
| Percent of total students tested           | 97      | 100     |                           |
| Number of Students alternatively assessed  | 0       | 0       |                           |
| Percent of Students alternatively assessed | 0       | 0       |                           |
| <b>SUBGROUPS SCORES</b>                    |         |         |                           |
| 1. African American                        |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 48      | 19      |                           |
| Number of students tested                  | 23      | 31      |                           |
| 2. Hispanic                                |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 59      | 32      |                           |
| Number of students tested                  | 22      | 38      |                           |
| 3. White                                   |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 74      | 36      |                           |
| Number of students tested                  | 27      | 36      |                           |
| 4. Economically Disadvantaged              |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 47      | 35      |                           |
| Number of students tested                  | 17      | 37      |                           |
| <b>STATE SCORES</b>                        |         |         |                           |
| % Met Standard                             | 87      | 86      |                           |
| % Commended                                | 19      | 15      |                           |
|  |         |         |                           |

Subject Science Grade 10 Test TAKS 2003-04, 2002-03/TAAS 2001-2002  
 (Science state assessment test not given prior to 2002-03)

|  | 2003-04 | 2002-03 | 2001-02                   |
|--|---------|---------|---------------------------|
| Testing Month                              | April   | April   | TAKS not given in 2001-02 |
| <b>SCHOOL SCORES</b>                       |         |         |                           |
| % Met Standard                             | 100     | 99      |                           |
| % Commended                                | 32      | 16      |                           |
| Number Students tested                     | 74      | 112     |                           |
| Percent of total students tested           | 97      | 100     |                           |
| Number of Students alternatively assessed  | 0       | 0       |                           |
| Percent of Students alternatively assessed | 0       | 0       |                           |
| <b>SUBGROUPS SCORES</b>                    |         |         |                           |
| 1. African American                        |         |         |                           |
| % Met Standard                             | 100     | 97      |                           |
| % Commended                                | 17      | 10      |                           |
| Number of students tested                  | 23      | 31      |                           |
| 2. Hispanic                                |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 32      | 13      |                           |
| Number of students tested                  | 22      | 38      |                           |
| 3. White                                   |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 44      | 25      |                           |
| Number of students tested                  | 27      | 36      |                           |
| 4. Economically Disadvantaged              |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 35      | 11      |                           |
| Number of students tested                  | 17      | 37      |                           |
| <b>STATE SCORES</b>                        |         |         |                           |
| % Met Standard                             | 64      | 69      |                           |
| % Commended                                | 4       | 2       |                           |
|  |         |         |                           |

Subject ELA Grade 11 Test TAKS 2003-04, 2002-03/TAAS 2001-2002

|  | 2003-04  | 2002-03  | 2001-02                   |
|--|----------|----------|---------------------------|
| Testing Month                              | February | February | TAKS not given in 2001-02 |
| <b>SCHOOL SCORES</b>                       |          |          |                           |
| % Met Standard                             | 100      | 97       |                           |
| % Commended                                | 22       | 7        |                           |
| Number Students tested                     | 104      | 105      |                           |
| Percent of total students tested           | 98       | 96       |                           |
| Number of Students alternatively assessed  | 0        | 0        |                           |
| Percent of Students alternatively assessed | 0        | 0        |                           |
| <b>SUBGROUPS SCORES</b>                    |          |          |                           |
| 1. African American                        |          |          |                           |
| % Met Standard                             | 100      | 92       |                           |
| % Commended                                | 11       | 5        |                           |
| Number of students tested                  | 28       | 39       |                           |
| 2. Hispanic                                |          |          |                           |
| % Met Standard                             | 100      | 100      |                           |
| % Commended                                | 23       | 8        |                           |
| Number of students tested                  | 35       | 38       |                           |
| 3. White                                   |          |          |                           |
| % Met Standard                             | 100      | 100      |                           |
| % Commended                                | 32       | 4        |                           |
| Number of students tested                  | 34       | 25       |                           |
| 4. Economically Disadvantaged              |          |          |                           |
| % Met Standard                             | 100      | 97       |                           |
| % Commended                                | 19       | 6        |                           |
| Number of students tested                  | 36       | 33       |                           |
| <b>STATE SCORES</b>                        |          |          |                           |
| % Met Standard                             | 87       | 69       |                           |
| % Commended                                | 10       | 5        |                           |

Subject Math Grade 11 Test TAKS 2003-04, 2002-03/TAAS 2001-2002

|  | 2003-04 | 2002-03 | 2001-02                   |
|--|---------|---------|---------------------------|
| Testing Month                              | April   | April   | TAKS not given in 2001-02 |
| <b>SCHOOL SCORES</b>                       |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 55      | 22      |                           |
| Number Students tested                     | 105     | 107     |                           |
| Percent of total students tested           | 99      | 98      |                           |
| Number of Students alternatively assessed  | 0       | 0       |                           |
| Percent of Students alternatively assessed | 0       | 0       |                           |
| <b>SUBGROUPS SCORES</b>                    |         |         |                           |
| 1. African American                        |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 43      | 10      |                           |
| Number of students tested                  | 28      | 41      |                           |
| 2. Hispanic                                |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 63      | 29      |                           |
| Number of students tested                  | 35      | 38      |                           |
| 3. White                                   |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 51      | 32      |                           |
| Number of students tested                  | 35      | 25      |                           |
| 4. Economically Disadvantaged              |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 51      | 18      |                           |
| Number of students tested                  | 37      | 33      |                           |
| <b>STATE SCORES</b>                        |         |         |                           |
| % Met Standard                             | 85      | 68      |                           |
| % Commended                                | 15      | 6       |                           |
|  |         |         |                           |

Subject Social Studies Grade 11 Test TAKS 2003-04, 2002-03/TAAS 2001-2002  
 (Social Studies state assessment test not given prior to 2002-03)

|  | 2003-04 | 2002-03 | 2001-02                   |
|--|---------|---------|---------------------------|
| Testing Month                              | April   | April   | TAKS not given in 2001-02 |
| <b>SCHOOL SCORES</b>                       |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 26      | 21      |                           |
| Number Students tested                     | 105     | 108     |                           |
| Percent of total students tested           | 99      | 99      |                           |
| Number of Students alternatively assessed  | 0       | 0       |                           |
| Percent of Students alternatively assessed | 0       | 0       |                           |
| <b>SUBGROUPS SCORES</b>                    |         |         |                           |
| 1. African American                        |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 25      | 10      |                           |
| Number of students tested                  | 28      | 41      |                           |
| 2. Hispanic                                |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 17      | 16      |                           |
| Number of students tested                  | 35      | 38      |                           |
| 3. White                                   |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 37      | 50      |                           |
| Number of students tested                  | 35      | 26      |                           |
| 4. Economically Disadvantaged              |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 24      | 12      |                           |
| Number of students tested                  | 37      | 33      |                           |
| <b>STATE SCORES</b>                        |         |         |                           |
| % Met Standard                             | 97      | 90      |                           |
| % Commended                                | 20      | 9       |                           |
|  |         |         |                           |

Subject Science Grade 11 Test TAKS 2003-04, 2002-03/TAAS 2001-2002  
 (Science state assessment test not given prior to 2002-03)

|  | 2003-04 | 2002-03 | 2001-02                   |
|--|---------|---------|---------------------------|
| Testing Month                              | April   | April   | TAKS not given in 2001-02 |
| <b>SCHOOL SCORES</b>                       |         |         |                           |
| % Met Standard                             | 100     | 99      |                           |
| % Commended                                | 22      | 6       |                           |
| Number Students tested                     | 105     | 108     |                           |
| Percent of total students tested           | 99      | 99      |                           |
| Number of Students alternatively assessed  | 0       | 0       |                           |
| Percent of Students alternatively assessed | 0       | 0       |                           |
| <b>SUBGROUPS SCORES</b>                    |         |         |                           |
| 1. African American                        |         |         |                           |
| % Met Standard                             | 100     | 98      |                           |
| % Commended                                | 0       | 5       |                           |
| Number of students tested                  | 28      | 41      |                           |
| 2. Hispanic                                |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 20      | 3       |                           |
| Number of students tested                  | 35      | 38      |                           |
| 3. White                                   |         |         |                           |
| % Met Standard                             | 100     | 100     |                           |
| % Commended                                | 40      | 12      |                           |
| Number of students tested                  | 35      | 26      |                           |
| 4. Economically Disadvantaged              |         |         |                           |
| % Met Standard                             | 100     | 97      |                           |
| % Commended                                | 14      | 0       |                           |
| Number of students tested                  | 37      | 33      |                           |
| <b>STATE SCORES</b>                        |         |         |                           |
| % Met Standard                             | 85      | 67      |                           |
| % Commended                                | 5       | 2       |                           |
|  |         |         |                           |

NORM REFERENCED MATH – Iowa Tests of Basic Skills (spring 2004 & 2003), Stanford 9 (spring 2002, GRADE 9

Norm Referenced Mathematics

|                                  | 2004   | 2003  | 2002  | 2001   | 2000  |
|----------------------------------|--------|-------|-------|--------|-------|
| <b>SCHOOL SCORES</b>             |        |       |       |        |       |
| Total Score                      | 94     | 94    | 93    | 85     | 91    |
| Number                           | 106    | 78    | 125   | 132    | 100   |
| n enrolled                       | 106    | 81    | 130   | 132    | 101   |
| Percent of total students tested | 100.0% | 96.3% | 96.2% | 100.0% | 99.0% |

SUBGROUP SCORES

|                             |    |    |    |    |    |
|-----------------------------|----|----|----|----|----|
| WHITE                       | 96 | 96 | 94 | 88 | 94 |
| Number                      | 31 | 27 | 41 | 40 | 31 |
| BLACK                       | 86 | 88 | 85 | 85 | 84 |
| Number                      | 30 | 24 | 39 | 43 | 32 |
| HISP                        | 93 | 93 | 96 | 88 | 91 |
| Number                      | 39 | 25 | 38 | 44 | 31 |
| LO-SES                      | 93 | 93 | 94 | 86 | 90 |
| Number                      | 39 | 29 | 34 | 42 | 32 |
| National Mean Score         | 50 | 50 | 50 | 50 | 50 |
| National Standard Deviation | 21 | 21 | 21 | 21 | 21 |

NORM-REFERENCED READING

|                                  | 2004   | 2003  | 2002  | 2001   | 2000  |
|----------------------------------|--------|-------|-------|--------|-------|
| <b>SCHOOL SCORES</b>             |        |       |       |        |       |
| Total Score                      | 87     | 88    | 83    | 83     | 83    |
| Number                           | 106    | 78    | 125   | 132    | 100   |
| n enrolled                       | 106    | 81    | 130   | 132    | 101   |
| Percent of total students tested | 100.0% | 96.3% | 96.2% | 100.0% | 99.0% |

SUBGROUP SCORES

|                             |     |    |     |     |     |
|-----------------------------|-----|----|-----|-----|-----|
| WHITE                       | 94  | 94 | 93  | 85  | 91  |
| Number                      | 106 | 78 | 125 | 132 | 100 |
| BLACK                       | 80  | 68 | 74  | 78  | 65  |
| Number                      | 30  | 24 | 39  | 43  | 32  |
| HISP                        | 84  | 93 | 76  | 78  | 87  |
| Number                      | 39  | 25 | 38  | 44  | 31  |
| LO-SES                      | 87  | 90 | 76  | 74  | 83  |
| Number                      | 39  | 29 | 34  | 42  | 32  |
| National Mean Score         | 50  | 50 | 50  | 50  | 50  |
| National Standard Deviation | 21  | 21 | 21  | 21  | 21  |