

**2006-2007 - No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [ ] Middle [x] High [ ] K-12 [ ] Charter

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

Official School Name Denver City High School  
(As it should appear in the official records)

School Mailing Address 601 Mustang Drive  
(If address is P.O. Box, also include street address)  
Denver City, TX 79323-2753

County Yoakum State School Code Number\* 251-901

Telephone (806) 592-5950 Fax (806) 592-5959

Website/URL www.dcisd.org E-mail gary.davis@dcisd.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) Date 02-01-07

Name of Superintendent\* Mr. Dagobert Azam  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Denver City Independent School District Telephone (806) 592-5900

\_\_\_\_\_  
(Superintendent's Signature) Date 02-01-07

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.

Name of School Board President Mrs. Davela Parker  
(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 02-01-07

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
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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### DISTRICT

1. Number of schools in the district:      1 \_\_\_ Elementary schools  
    \_\_\_ Middle schools  
    1 \_\_\_ Junior high schools  
    1 \_\_\_ High schools  
    \_\_\_ Other  
  
    3 \_\_\_ TOTAL
2. District Per Pupil Expenditure:      \$8,408  
     Average State Per Pupil Expenditure: \$9,269

### SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   3   Number of years the principal has been in her/his position at this school.  
       \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	45	56	101
2				10	52	51	103
3				11	43	47	90
4				12	44	46	90
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>384</b>

6. Racial/ethnic composition of the students in the school: 35% White  
02% Black or African American  
63% Hispanic or Latino  
           Asian/Pacific Islander  
           American Indian/Alaskan Native  
**100% Total**

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

7. Student turnover, or mobility rate 6%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	384
(5)	Total transferred students in row (3) divided by total students in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 5%  
6 Total Number LEP  
Number of languages represented: 5  
Specify languages: English, Spanish, German, Japanese, Chinese

9. Students eligible for free/reduced-priced meals: 38%  
Total number students who qualify: 151

The entire district has 56% of its students that qualify for the free and reduced lunch program. The elementary and junior high campuses are both “closed campuses” where each student is required to remain on campus for the lunch period. The high school, though, allows students to leave the campus during lunch. Some of our high school students do not complete the free and reduced meal application because they choose not to eat in our facilities. Some students can be accounted for because they have qualifying siblings on other campuses. However, we are taking into account the fact that we have

approximately 7-10 students without younger siblings, who have not completed the application process. Therefore, we estimate our percentage is actually a bit higher than the reported 38%. This would put us at or slightly above 40% and would put the high school campus more closely aligned with the percentages of the other two campuses in our district.

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

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 30  </u> Specific Learning Disability
<u>  1  </u> Emotional Disturbance	<u>  3  </u> Speech or Language Impairment
<u>  2  </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>  3  </u> Mental Retardation	<u>  1  </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>03</u>	
Classroom teachers	<u>35</u>	<u>01</u>
Special resource teachers/specialists	<u>04</u>	
Paraprofessionals	<u>04</u>	
Support staff	<u>06</u>	
Total number	<b><u>52</u></b>	<b><u>01</u></b>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	97%	96%	96%
Daily teacher attendance	97%	97%	96%	96%	97%
Teacher turnover rate	9%	11%	29%	6%	5%
Student dropout rate	3%	4%	0%	2%	2%
Student drop-off rate	8%	10%	5%	1%	-2%

The 29% teacher turn-over rate can be attributed to a retirement package that was offered. Many took advantage of this, which meant hiring 15 teachers during that summer. Our drop-out rate remains low because of our alternative campus which offers credit-recovery/graduation to at-risk students. Our drop-off rate tends to be a little higher because of the migrant farm families and oil-field families who leave us to follow jobs and/or to find additional work. Census numbers reflect a definite population shift away from our area because of declining oil production, company transfers and irrigation problems that negatively affect farming.

13. Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>78</u>
Enrolled in a 4-year college or university	<u>52%</u>
Enrolled in a community college	<u>20%</u>
Enrolled in vocational training	<u>02%</u>
Found employment	<u>24%</u>
Military service	<u>__%</u>
Other (travel, staying home, etc.)	<u>02%</u>
Unknown	<u>__%</u>
<b>Total</b>	<b>100%</b>

### Part III – Summary

Denver City High School in Denver City, Texas, is a small, rural high school located 14 miles from the Texas- New Mexico border in Yoakum County. Nestled among pump jacks and agricultural fields approximately eighty miles southwest of Lubbock and eighty-five miles northwest of Midland-Odessa, the district is one of two in the county. A district with 154 square miles, a total of 385 students walk through Denver City High School's doors each day into a learning environment that houses grades nine through twelve.

Founded in 1940, Denver City Independent School District consists of three campuses, including Denver City High School, William G. Gravitt Junior High, and Kelley-Dodson Elementary School. Denver City High School students and parents richly benefit through collaborative efforts shared with the Excalibur Alternative Education Program and Yoakum County Family Literacy Program, which holds the distinguished honor of receiving the First Lady's Family Literacy Initiative for Texas in 2003.

Denver City schools remain the hub of the community with many of the activities centered on student involvement from academics to athletics. Classified as a Chapter 41 school, the schools once had ample funds for students; however, due to the wealth equalization law known as "Robin Hood," they now find themselves operating with much less. Oilfield workforce reduction resulted in a major economic downturn as well as a decline in city and school populations. In addition, the only other major economic resource, agriculture, suffered disaster as well. The U.S. Census reports an estimated local decrease in population of 22.4% between 1990 and 2005 with a proportionate school enrollment decline.

In difficult times, though, the staff has risen to the challenge, realizing that despite economic conditions, their responsibility is to adequately educate tomorrow's future today. Denver City High School is blessed with a solid arsenal of "highly qualified" educators with an average of twelve years experience. The district offered a retirement incentive program in 2003 and experienced a turnover rate of 29%. Other than that year, a relatively small turnover rate contributes to the academic success of students. The faculty constantly models high standards of instructional practices while mentoring the few beginning educators in an effort to chart the mission, "To improve the performance of each student." The campus takes its vision, "Build the future...one student at a time," to heart as educators do everything within their power to create a student-focused school climate. Providing individualized needs, the campus offers many services required to ensure no child is left behind. Individualized services include counseling, special education, ESL inclusion for students with language-barrier difficulties, and Excalibur Alternative Education Program for At-Risk students. In addition, the school provides remedial reading tutorials, Core-curriculum small-group instruction, advanced-placement and pre-advanced placement classes, dual-credit classes, distance learning education, and three computer labs with research-based learning programs. The high school has also instituted courses in teen leadership, which is part of the Flippin Organization's Capturing Kids' Hearts curriculum.

## **Part IV – Indicators of Academic Success**

### **1. Meaning of School Assessment Results**

Disaggregating test data is a driving force behind all student-centered decisions for Denver City High School students. Teachers and staff derive data from multiple sources, including the Texas Assessment of Academic Skills (TAKS), benchmark testing, individualized testing, progress reports, and observation, which they use to make individualized decisions for students as well as all curricular decisions.

We have been pleased with the continual improvement of TAKS scores over the past five years, and especially over the past three years, gaining the campus a rating of Recognized from the Texas Education Agency. This was an improvement over the Acceptable ratings from previous years.

Because TAKS includes reading, writing, mathematics, social studies, and science, students who fail any of those core-subject areas are placed in additional reading, writing, and/or mathematics classes. Our goal has been to help the students reach mastery on the state-mandated assessments. This provides failing students with an additional 100 minutes each week in their weak core-subject areas. Students are grouped based upon their specific deficient objectives. Special education students receive instruction in mainstream classes, resource classes, tutoring sessions, additional classes, and the ARD committee determines the appropriate assessment level based upon the instructional level and the modifications used in the IEP.

Campus personnel understand the Texas Assessment of Knowledge and Skills (TAKS) is definitely a point of pride considering how the students and staff have risen to the challenge of increased standards and state accountability. Reading scores in the 9<sup>th</sup> grade improved 5.6% locally over a five-year period and were 8% above the state average. 10<sup>th</sup> grade reading scores increased 20% locally in the same time period and were 10% above the state average. 11<sup>th</sup> grade reading scores saw the most improvement at a 30% local increase and were 12% above the state average. Math scores in the 9<sup>th</sup> grade experienced improvement as well with a 13.2% local increase since 2004-2005, while scoring 6% above the state averages. 10<sup>th</sup> grade math remained equal to the state averages, while 11<sup>th</sup> graders made a 31% local increase in the category of “met standard” and climbed to 15% above the state average. The percentage of students who were “commended” increased in every subject and grade level over the past five years.

The staff, both professional and paraprofessional, takes great pride in the tireless efforts of students to exceed expectations on the assessment instruments. The school population, comprised of 63.4% Hispanic, 1.7% African American, .3% Asian/Pacific Islander, .3% Native American and 34.3% Anglo, proved that the desire to excel is a contributing factor in student success. In addition, the school has a Economically Disadvantage rate of 42.1% and a mobility rate of 13.8%. Five languages are spoken in the school, including English, Spanish, German, Japanese and Chinese.

Staff uses various methods of sharing results with all stakeholders, including individual conferences, group presentations using charts and graphs, newspaper announcements, reports included with progress reports, and public service announcements on the school’s television station, Channel 16. Denver City High School takes great pride in acknowledging the students, parents, educators, support staff, and the entire community for the time-intensive and dedicated work that has brought about the increase in all students’ scores on state assessment instruments

## **2. Using Assessment to Improve Student and School Performance**

The use of assessment data determines all curricular and staff development decisions as well as the cornerstone in identifying individual student needs. Data is derived from various instruments to identify student needs. Determination of instructional direction, remediation areas, staff development, and budgeting are all directly correlated to the various assessment instrument results.

Staff believes that reading skills are a critical teaching area for all students and have made a direct effort to identify needs by using such assessment instruments as the Texas Assessment of Knowledge and Skills (TAKS), the prior Texas Assessment of Academic Skills (TAAS), released TAKS assessments, and campus-developed benchmark tests.

Each year, staff spends time disaggregating assessment results by breaking the results down by individual subject area, test objectives, student, and even individual questions. Because the Texas Assessment of Knowledge and Skills assessment is directly correlated to the Texas Essential Knowledge and Skills, staff can ensure that the mandated curriculum is taught to mastery. Throughout the year, staff has ample opportunities to engage with colleagues and administrators through core-curricular common planning periods to determine a course of action for all students. At the beginning of the school year, teachers and administrators develop an instructional curricular approach based upon prior assessment results. The process continues throughout the school year as teachers and administrators meet periodically to assess students using benchmark exams to ensure adequate progress and to modify both individual and classroom instruction as needed. All core-subject area teachers are provided with a common planning period, at which time they are encouraged to meet, share ideas and assess student progress.

## **3. Communication of Student Performance**

Establishing a good home-school connection is the focus of the “Open House” evening hosted within the first three weeks of the year. Teachers utilize the evening to positively interact with parents and to introduce classroom expectations and the various assessments students will be taking during the year. The availability of telephones in each classroom allows teachers to continually communicate with parents throughout the year regarding their student’s strengths as well as any concerns.

Parents, students, and stakeholders receive written reports regarding assessment results through various means. The state’s campus report card and individual student results are mailed to all parents. Stakeholders may view campus report cards via the DCISD website, Denver City Press (local newspaper), school cable Channel 16, and through Board of Education reports. District and Campus Site-Based Decision Making Committee meetings afford stakeholders the opportunity to review assessment data.

## **4. Sharing Successes**

Denver City High School administrators, teachers, parents, and students take advantage of every opportunity to share successes. Networking with administrators and teachers across the state allows personnel the opportunity to share the successes of the school. Regional and state conferences offer personnel an opportunity to establish a network of

professionals across the state with whom they are able to share strategies and techniques that have brought positive results in assessments and curricular issues. The network is kept active through the use of an e-mail delivery system, allowing professionals to connect to other professionals seeking assistance in increasing their own student success rates.

Denver City High School staff welcomes visitors to view its “learning in progress” through on-site visits from various school districts. Visitors are encouraged to walk-through classrooms, to interact with teachers and paraprofessionals, to talk with students about their learning, and to view the curriculum in progress. Professionals offer visitors successful strategies to implement in their classrooms. Professionals are also encouraged to present at regional and state conferences as a means to promote the school and to continue to improve their own curriculum.

Group discussions, site-based committees, and faculty meetings give staff the opportunity to share their findings and to make decisions concerning needed changes to improve student performance. Teachers and administrators take part in both scheduled and unscheduled opportunities to collaborate, observe lessons, discuss curriculum, and share innovative ideas. The programs at Denver City High School will continue to focus on parent/community involvement and networking to share successes. E-mail, local newspaper, regional newspapers, Cable Channel 16, and the district web page will continue as modes of outreach to promote success.

## **Part V - Curriculum and Instruction**

### **1. The School’s Curriculum**

At the core of Denver City High School’s curriculum is the Texas Essential Knowledge and Skills (TEKS), the curriculum framework that is provided by the Texas Education Agency. All skills outlined in the TEKS are addressed in each curriculum area, and those skills are taught to mastery.

The foundation curriculum and core of each curriculum area for all grade levels and for all disciplines is based upon the TEKS. Students receive instruction in all curricular areas including reading, language arts, math, science, social studies, health and physical education. In addition, students are offered courses in technology, journalism, choir, band, theatre, art, agriculture, horticulture, automotive technology, industrial technology, and foreign language. The foreign language program encompasses three different levels of instruction from basic Spanish through Pre-Advanced Placement Spanish. Along those lines, the Fine Arts program uses the TEKS objectives to provide quality, award-winning education to students in the fields of band, instrumental ensemble, voice, choral production, theatre production, and four levels of Art ranging from drawing to painting to pottery and sculpture. The TEKS offers a comprehensive curriculum that ensures students have the necessary knowledge to be successful at subsequent grade levels and on the Texas Assessment of Knowledge and Skills (TAKS).

A dual-language ESL program addresses the needs of students whose dominant language is one other than English. Regardless of whether students require bilingual services or special education services or mainstream education, all students receive a TEKS-based curriculum. Students also have the opportunity to connect to their global community through an Internet connection in classrooms and in computer labs.

Additionally, educators use a multidisciplinary approach to learning that allows students to make connections across all curricular areas. The hands-on approaches allow students opportunities for discovery and subsequent application of knowledge through units of study. Teachers also understand the importance of quality literature as the springboard for learning.

Special efforts were made to begin the process of curriculum alignment, with educators actively taking part in the process. Core area teachers used a collaborative method to align the curriculum horizontally, and then they aligned the curriculum vertically by using a “teaming” approach. The schedule allows each department to have a common planning time where they can meet together as teams of teachers in a directed manner of identifying and filling any gaps in the curriculum. This allows teachers to be better prepared with an understanding of prior student knowledge and knowledge needed to be successful at the next level. Educators understand that curriculum is ever-evolving and ever-changing, and they focus upon delivering a curriculum that meets individual student needs rather than forcing students to fit a curriculum.

## **2b. The School’s Reading Curriculum**

Students are required to successfully complete four years of English. They must earn a passing grade of 70 each semester in order to gain full credit. Because English uses skills that require mastery before moving on to the next concept, if a student’s yearly average falls below a 70, he or she must repeat the entire course. The TEKS are the standards that drive the curriculum. Students must also read from additional literature books to increase their performance level. There is an emphasis on reading and writing skills with depth and complexity and research skills for real world applications. Student assessment results are required, and the results are reviewed with all students. Curriculum and teaching methods are collaboratively adjusted to improve instruction and learning. Students read and study American and British drama, fiction and non-fiction. Teachers and students discuss their work to analyze reading, improve vocabulary and reading comprehension. Some other examples of the English curriculum are: main idea, foreshadowing, mood, identifying text, improving cause, identifying the meaning of figurative language, text proving effect, creating tension in the plot, using daily oral language each day for sentence order, English grammar and grammatical structure, effective sentence construction, and the use of punctuation and mechanics. In addition, the English department teaches summary, main idea, syntax, word choice, and proofreading. Students who are below grade level in reading or who have difficulties that prevent successful performance are given modified instruction, extra tutoring, and access to programs such as “My Reading Coach” and “Reading for Blind and Dyslexic (RFBD)”. These students are often placed in an additional reading class, and reading improvement is also available through special education services through the ARD committee.

### **3. Another Curriculum Area**

The Denver City High School staff also understands the importance of mathematic skills for the overall academic success of students. The staff has made a connection between the student's ability to read and comprehend and the ability to perform mathematical computation. Thus, they have investigated multiple approaches to teach math.

Again, the math curriculum is based upon the Texas Essential Knowledge and Skills foundation. Because students must master the TEKS, teachers spend a great amount of time studying various curricular approaches that would fit the specific needs of the individual students. Course offerings include Algebra I, Geometry, Algebra II, Pre-AP Algebra II, Pre-AP Geometry, and Pre-Calculus. In addition, students who struggle in mathematics are placed in a Math Models class, which focuses on basic math skills. Students who are in jeopardy of failing any math class or any state-mandated standardized math test are placed in a morning math tutorial.

Teachers within the math department constantly use benchmark testing to monitor the progress of every student. Math classes also utilize opportunities to become involved in project-based learning and instruction. Curriculum instruction integrates multiple disciplines and allows for in-depth learning of topics. Students focus upon presented material as well as exposure to higher level, abstract learning.

### **4. Varying Instructional Methodologies**

Students at Denver City High School are exposed to a wide variety of instructional methods. Instruction is delivered to students in the form of modified instruction, differentiated instruction, cooperative learning, hands-on learning activities, lab activities, research, technology for projects using the computer lab, student projects and presentations, cross curriculum integration activities, team-teaching, and other brain-based researched methods. The staff has also spent some time with curriculum mapping basics, vertical and horizontal alignment of the curriculum, deconstruction of assessment items, and the use of data analysis to adjust timelines and instructional methods.

As a result of a site-based committee, decision, the staff participates in a Zero-hour program that is conducted each morning. Struggling and/or failing students are required to attend the 25 minute tutorial four days per week. They are placed in core-curricular classrooms are instructed by a teacher from that discipline as well as with a teacher outside the discipline. This has encouraged all teachers to have a stake in increasing student success. A reward system is in place for perfect attendance, positive behavior, good grades, as well as a systematic approach for tutoring, and individualized instruction in special education. We also offer college dual credit through the Interactive TV lab, as well as supporting a gifted and talented program, in the form of AP and Pre-AP classes in the four core areas.

## **5. Professional Development Program**

Professional development is linked to the improvement of instruction and maintaining a safe and positive learning environment. Teachers are provided with four professional development days each year, and they are also required to attend 3 additional days within their subject area.

Teachers attend training updates in gifted and talented, ESL, special education, technology, as well as any other required professional staff development. In addition, teachers attend AP workshops, and teachers have attended state conventions such as the Science Teachers Association of Texas, and the Conference for the Advancement of Mathematics Teaching.

Other staff development has included learning styles, cooperative learning, Texas Behavior Support Initiative, State Review panel for Mathematics, Texas Educational Theatre Association, South Plains Tech Prep Initiative, Crisis Prevention Intervention, Developmental Youth Conference, Youth in Crisis, School Safety, Drug Free Schools, Bullying, TEKS Academies, Dyslexia, ADD, and ADHD. Additional staff development and ongoing team meetings are held to bring all the staff together to focus on common goals related to our mission of improving student achievement. Finally, we use the Professional Development Appraisal System to ensure implementation of curriculum strategies, assessments, and to promote professional growth in targeted areas.

From all staff development, Denver City High School teachers have acquired a more in-depth knowledge for varying their instruction. With the administrator's support and encouragement, they have received flexibility, motivating them to make necessary and on-going evaluations and adjustments in their instructional methods, curriculum, and scheduling. Choice of staff development has encouraged educators to be proactive in their decisions and has led to the success of all students on the campus.

***Part VII – Assessment Results***

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**Texas Ninth-Grade Criterion-Referenced Reading Test**

Subject: **Reading**    Grade: **9**    Test:    **Texas Assessment of Knowledge & Skills  
Texas Assessment of Academic Skills '02**  
Edition/publication year: **2005**    Publisher:    **Texas Education Agency – Austin, Texas**

* - Data masked by TEA NA - not available or not applicable	<b>TAKS 05-06</b>	<b>TAKS 04-05</b>	<b>TAKS 03-04</b>	<b>TAKS 02-03</b>
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	33%	27%	12%	NA
(TAKS) % Met Standard	95%	87%	90%	89%
Number of students tested	80	86	94	87
Percent of total students tested	93%	95%	85%	94%
Number of students alternatively assessed	5	0	14	5
Percent of students alternatively assessed	6%	0	15%	5%
<b>SUBGROUP SCORES</b>	-----	-----	-----	-----
<b>1. Economically Disadvantaged</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	28%	22%	14%	NA
(TAKS) % Met Standard	92%	78%	86%	71%
Number of students tested	36	37	44	
<b>3. Hispanic</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	28%	21%	11%	2%
(TAKS) % Met Standard	92%	86%	88%	84%
Number of students tested	50	56	56	45

## Texas Ninth-Grade Criterion-Referenced Reading Test

Subject: **MATH**    Grade: **9**    Test:    **Texas Assessment of Knowledge & Skills  
 Texas Assessment of Academic Skills '02**  
Edition/publication year: **2005**    Publisher:    **Texas Education Agency – Austin, Texas**

* - Data masked by TEA NA - Not Available or Not Applicable	<b>TAKS 05-06</b>	<b>TAKS 04-05</b>	<b>TAKS 03-04</b>	<b>TAKS 02-03</b>
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	16%	5%	15%	13%
(TAKS) % Met Standard	62%	49%	67%	76%
Number of students tested	81	90	96	86
Percent of total students tested	94%	98%	85%	93%
Number of students alternatively assessed	5	2	14	6
Percent of students alternatively assessed	6%	2%	15%	6%
<b>SUBGROUP SCORES</b>	-----	-----	-----	-----
<b>1. Economically Disadvantaged</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	17%	5%	15%	8%
(TAKS) % Met Standard	58%	56%	62%	65%
Number of students tested	36	39	28	24
<b>3. Hispanic</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	12%	3%	9%	7%
(TAKS) % Met Standard	57%	49%	63%	83%
Number of students tested	51	61	57	46

## Texas Tenth-Grade Criterion-Referenced Reading Test

Subject: **Reading**    Grade: **10**    Test:    **Texas Assessment of Knowledge & Skills  
 Texas Assessment of Academic Skills '02  
 Texas Education Agency – Austin, Texas**  
Edition/publication year: **2005**    Publisher:

* - Data masked by TEA NA - is Not Available or Not Applicable	<b>TAKS 05-06</b>	<b>TAKS 04-05</b>	<b>TAKS 03-04</b>	<b>TAKS 02-03</b>
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	8%	1%	5%	3%
(TAKS) % Met Standard	95%	82%	88%	75%
Number of students tested	107	121	93	96
Percent of total students tested	99%	99%	93%	94%
Number of students alternatively assessed	0	1	6	5
Percent of students alternatively assessed	0%	1%	7%	5%
<b>SUBGROUP SCORES</b>	-----	-----	-----	-----
<b>1. Economically Disadvantaged</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	6%	0%	3%	0%
(TAKS) % Met Standard	96%	71%	72%	63%
Number of students tested	49	48	29	38
<b>3. Hispanic</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	61%	0%	4%	0%
(TAKS) % Met Standard	94%	77%	82%	67%
Number of students tested	50	60	45	58

## Texas Tenth-Grade Criterion-Referenced Reading Test

Subject: **Math**    Grade: **10**    Test:    **Texas Assessment of Knowledge & Skills  
Texas Assessment of Academic Skills '02**  
Edition/publication year: **2005**    Publisher:    **Texas Education Agency – Austin, Texas**

* - Masked by TEA NA - not available or not applicable	<b>TAKS 05-06</b>	<b>TAKS 04-05</b>	<b>TAKS 03-04</b>	<b>TAKS 02-03</b>
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	9%	9%	6%	1%
(TAKS) % Met Standard	60%	68%	76%	61%
Number of students tested	107	114	78	96
Percent of total students tested	99%	91%	92%	87%
Number of students alternatively assessed	1	10	6	4
Percent of students alternatively assessed	1%	10%	8%	NA
<b>SUBGROUP SCORES</b>	-----	-----	-----	-----
<b>1. Economically Disadvantaged</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	8%	2%	0%	0%
(TAKS) % Met Standard	57%	60%	61%	51%
Number of students tested	37	48	28	40
<b>3. Hispanic</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	6%	2%	2%	0%
(TAKS) % Met Standard	54%	60%	74%	49%
Number of students tested	54	60	42	59

# Texas Eleventh-Grade Criterion-Referenced Reading Test

Subject: **Reading**    Grade: **11**    Test:    **Texas Assessment of Knowledge & Skills  
 Texas Assessment of Academic Skills '02  
 Texas Education Agency – Austin, Texas**  
Edition/publication year: **2005**    Publisher:

* - Data masked by TEA NA - is not available or not applicable	<b>TAKS 05-06</b>	<b>TAKS 04-05</b>	<b>TAKS 03-04</b>	<b>TAKS 02-03</b>
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	32%	16%	4%	3%
(TAKS) % Met Standard	100%	93%	86%	70%
Number of students tested	71	69	93	73
Percent of total students tested	97%	90%	91%	94%
Number of students alternatively assessed	0	6	5	5
Percent of students alternatively assessed	0%	9%	5%	7%
<b>SUBGROUP SCORES</b>	-----	-----	-----	-----
<b>1. Economically Disadvantaged</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	27%	7%	3%	0%
(TAKS) % Met Standard	100%	86%	79%	64%
Number of students tested	22	28	39	28
<b>3. Hispanic</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	34%	5%	2%	3%
(TAKS) % Met Standard	100%	87%	80%	61%
Number of students tested	41	38	60	38

# Texas Eleventh-Grade Criterion-Referenced Reading Test

Subject: **Math**    Grade: **11**    Test:    **Texas Assessment of Knowledge & Skills  
 Texas Assessment of Academic Skills '02  
 Texas Education Agency – Austin, Texas**  
Edition/publication year: **2005**    Publisher:

* - Data masked by TEA NA - not available or not applicable	<b>TAKS 05-06</b>	<b>TAKS 04-05</b>	<b>TAKS 03-04</b>	<b>TAKS 02-03</b>
Testing month	April	April	April	April
<b>SCHOOL SCORES</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	26%	15%	6%	3%
(TAKS) % Met Standard	92%	82%	86%	61%
Number of students tested	72	71	87	71
Percent of total students tested	87%	91%	95%	87%
Number of students alternatively assessed	9	5	5	5
Percent of students alternatively assessed	13%	7%	6%	7%
<b>SUBGROUP SCORES</b>	-----	-----	-----	-----
<b>1. Economically Disadvantaged</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	32%	3%	6%	0%
(TAKS) % Met Standard	92%	70%	83%	52%
Number of students tested	22	30	35	27
<b>3. Hispanic</b>	-----	-----	-----	-----
(TAKS) % Commended Performance	19%	5%	4%	0%
(TAKS) % Met Standard	88%	78%	81%	53%
Number of students tested	42	40	53	38