

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Ms. Chris Kennedy

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

Official School Name Slaton High School

(As it should appear in the official records)

School Mailing Address 105 N. 20th St.

(If address is P.O. Box, also include street address.)

Slaton

Texas

79364-3718

City

State

Zip Code+4(9 digits total)

County Lubbock

State School Code Number\* 152903001

Telephone (806) 828-5833

Fax (806) 828-1229

Web site/URL http://www.slatonisd.net

E-mail ckennedy@slatonisd.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. James Taliaferro

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Slaton Independent School District

Tel. (806) 828-6591

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. David Gossett

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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 OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 2 Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 2 Other  
 \_\_\_\_\_ 6 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9562  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9629

### 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 are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 5 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?
5. Number of students as of October 1 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
Pre K			0	7			0
K			0	8			0
1			0	9	74	59	133
2			0	10	38	41	79
3			0	11	39	41	80
4			0	12	40	36	76
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>368</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 1  | % Asian or Pacific Islander        |
| 9  | % Black or African American        |
| 52 | % Hispanic or Latino               |
| 38 | % White                            |

**100 % TOTAL**

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 37 %

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 to the school after October 1 until the end of the year	74
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	61
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	135
<b>( 4 )</b>	Total number of students in the school as of October 1	368
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.37
<b>( 6 )</b>	Amount in row (5) multiplied by 100	37

8. Limited English Proficient students in the school: 1 %
- |   |   |
|---|---|
| 2 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 2

Specify languages: Spanish  
Thai

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 218

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: 16 %  
59 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>41</u>	Specific Learning Disability
<u>9</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>4</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>54</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 10 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	95 %	96 %	95 %	95 %
Teacher turnover rate	21 %	15 %	14 %	11 %	8 %
Student drop out rate (middle/high)	0 %	0 %	0 %	1 %	0 %
Student drop-off rate (high school)	5 %	1 %	3 %	3 %	2 %

Please provide all explanations below

Explanation of High Teacher Turnover Rate

Teacher retirements and a turnover in the coaching staff resulted in a high teacher turnover rate for the 2006-2007 school year.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	68	
Enrolled in a 4-year college or university	23	%
Enrolled in a community college	27	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	7	%
Other (travel, staying home, etc.)	0	%
Unknown	43	%
<b>Total</b>	100	%

## PART III - SUMMARY

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Slaton High School seeks to graduate responsible citizens and world-class scholars by providing a variety of quality learning experiences through utilizing and exploiting the dynamic interplay of the scholastic, agricultural, industrial, historical, and ethnic diversity of our region.

Located 15 miles southeast of Lubbock in Lubbock County, Texas, Slaton, a progressive town of some 6,000 residents, is home to Slaton High School ' a school of 368 students in a 96-year-old district which serves approximately 1,300 students overall. The local community and Slaton Independent School District enjoy a close relationship as the district itself is the largest employer in the city with 238 employees. The high school frequently offers its facilities such as the auditorium, track, gymnasiums, and tennis courts to local groups. Similarly, local churches provide larger meeting places to the school for testing and whole group staff development. Indeed, churches of all denominations play a strong role in the life of the community and its young people offering stability, guidance, and support.

Close proximity to Texas Tech University, Wayland Baptist University, Lubbock Christian University, and South Plains College allows students and teachers at Slaton High to partake in various intellectual and cultural offerings including dual credit courses for juniors and seniors, Career College Night, and a national job shadow activity called Groundhog Day. Texas Tech's presidential lecture series; theatrical, musical, and dance productions; agricultural events; and sports round out other collegiate influences upon Slaton High School

Diversity is a positive reality at Slaton High School in terms of students and curriculum. Slaton High School currently enrolls Asian Pacific Islander, African American, White, and Hispanic/Latino students. The student body represents the full range of socioeconomic background including 59 % economically disadvantaged whose experience, participation, and success Slaton High School monitors closely. The entire staff is committed to meeting the needs of all students through a medley of courses, programs, and activities. Students may participate in such courses as Cosmetology, Career and Technology Education, Auto Head Start, Health Science Technology, Welding, and Tech Prep. We offer several courses under the umbrella of Texas Innovative Courses Initiative such as Ready, Set, Teach!, Diversified Career Preparation, and A2E2 ' a freshman level agriculture class designed for students who have failed math, science, or any portion of the Texas Assessment of Knowledge and Skills (TAKS) test. Besides offering the gamut of regular education courses, including foreign language, Slaton High School offers pre-advanced placement, advanced placement, and 9 dual credit courses sometimes in tandem with South Plains College and Distance Learning Technology. The school also provides credit recovery to failing students through a software program called PLATO. Additionally, staff encourages student enrichment through traditional programs and organizations such as athletics, JROTC, National Honor Society, and Student Council. Through a Texas 21st Century Grant, staff members offer new clubs and activities including Art Club, Ball Room Dancing, Chess and Backgammon Club, Homework Helpers, Sewing Club, and TAKS tutorials.

Art is an area of strength at Slaton High School as our students have received state and national awards, including an Independent Spirit Award. Additionally, the agricultural department competes strongly in a collection of events including local, county, and state events such as The South Plains Fair Stock Show, The Southwest Agriculture Show, and major events in San Antonio, Fort Worth, and Houston.

The faculty is proud of all students' efforts and of the recognition they have garnered. For example, The Texas ACT Council presented Slaton High School with the '2007 College Readiness Award' for demonstrating significant increases in both participation and performance over five years on the ACT college entrance exam. In addition, Slaton High School received The Texas Educational Excellence Grant in 2007 and Gold Performance Acknowledgements for meeting Texas Success Initiative standards in English Language Arts, Mathematics, and high student attendance, as well as Commended performance in social studies.

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

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### **1. Assessment Results:**

Disaggregation of TAKS test data plays a large part in all student-centered and curricular decisions. Before the end of the first six weeks, administration provides teachers with a breakdown by grade level and objective of the previous years TAKS test results in the areas of Reading/English Language Arts, Mathematics, Social Studies and Science. Teachers use this data to determine areas requiring remediation and/or enrichment for the current school year in preparation for the Spring TAKS testing. Administration considers data derived from local benchmark testing, progress reports, report cards, staff observations, parental input, and individualized testing results when making decisions concerning students or curriculum.

The counselor considers TAKS results when making individual student schedule decisions. Students who fail to meet the standard on the math portion of their most recent TAKS test receive appropriate remediation such as a double-blocked Algebra I or Geometry with a TAKS emphasis and students who perform poorly on the Reading/ELA TAKS test generally enroll in a remedial reading class. Special education students receive instruction in mainstreamed regular education classes, resource classes, tutoring and study skills classes, and our local Admission, Review, and Dismissal (ARD) committee determines the state assessment most appropriate (regular TAKS, TAKS-Modified, TAKS-Accommodated, or TAKS-Alternative) based on students' instructional levels and daily classroom modifications. Slaton High School has maintained a campus rating of Academically Acceptable from the Texas Education Agency (<http://www.tea.state.tx.us>) throughout the last five years while making tremendous gains in the areas of Reading/English Language Arts, and Mathematics across grades 9-11. From 2003 to 2007, campus-wide Reading/ELA and Mathematics scores experienced a considerable increase across all socioeconomic groups. Overall, students managed an increase of 32% in the Met Standard category for Reading/ELA and an increase of 35% in Mathematics as compared to a state-wide increase of 17% in Reading/English Language Arts and 20% in Mathematics.

In the Met Standard category of TAKS testing, local grade 9 reading scores improved by 5% over the last 5 years on an equal level with state-wide score improvement. Grade 10 English Language Arts scores at Slaton High School increased 14% while state-wide scores improved by 12%. From 2003 to 2007, Slaton High School Grade 11 ELA scores improved by a margin of 37%, exceeding the state-wide average improvement by 16%. In Mathematics, local Grade 9 scores stayed constant while state-wide scores decreased by an average of 4%. Grade 10 scores increased an average of 5% while state-wide scores decreased by 9% and in Grade 11 scores increased 29% compared to a state-wide increase of 12%. The percentage of students attaining the Commended level of performance on these tests demonstrates improvement in every subject and grade level over the past five years, anywhere from 1% to 36%. Slaton High School faculty and staff diligently and collectively labor to assure the unlimited success of students on the Texas state assessments. Over the last five years, the school population has definitely demonstrated the will and desire to excel in all academic areas despite a mobility rate of 37% and an Economically Disadvantaged rate of 59%.

### **2. Using Assessment Results**

While the school recognizes that assessment exists in many forms, results from the TAKS test provide the most important data for understanding and improving performance in the core subjects. The state requires mastery in each core subject in various sets and subsets of knowledge and skills known as Texas Essential Knowledge and Skills (TEKS), which are specifically covered on the state assessment. Teachers disaggregate the results to determine individual performance, group strength and weakness, performance trends, and any possible curricula gaps. Once teachers determine these specific aspects of performance, they analyze test questions and stems to explore the various ways one concept may be tested. Teachers write lesson plans in direct response to the needs indicated by test results. Furthermore, results affect scheduling as the counselor may add remediation, foundation, or reinforcement courses to the master schedule to accommodate student need. In addition, the administration requires that instructors assess students every two weeks in class to ensure that teachers note student progress often and intervene quickly if needed. Teachers use all other forms of assessment available to them including pop quizzes, homework assignments, vocabulary tests, unit exams, or

project presentations to provide timely feedback, interesting variety, and additional teachable moments.

### **3. Communicating Assessment Results**

The school communicates assessment results to students, parents, and community members in several ways. At the classroom level, teachers grade papers and return them for review by parents and students, and keep records of assignments in an electronic grade book called Gradespeed which allows parents and students to log on and see current assignments, grades, and averages. The school mails three-weeks progress reports and six-weeks report cards home to parents. Teachers, the counselor, and principals engage students and parents in individual communications and conferences in person, by telephone, or by e-mail to apprise them of current performance or related issues such as missing work, make-up work, study sessions, or tutoring times. The local newspaper, The Slatonite, publishes the high school A-B honor roll at each six weeks reporting period which not only communicates assessment but creates a positive attitude through positive reinforcement. In terms of results from state assessment tests, students confer individually with the counselor who also sends home a copy of individual and campus results. The school board also holds a public hearing which presents the overall campus results to the community at, and the newspaper reports those results as well.

### **4. Sharing Success:**

At local staff-development and department gatherings, teachers discuss successful methods and practices, interesting and helpful materials, and fresh and challenging ideas. Staff development offered by Region 17 Education Service Center encourages exchange of workable ideas and solutions among schools. The administration expects teacher participation in regional and state conferences where teachers also report upon best practices and most-workable solutions discovered through trial and error and hands on experience. Teachers keep close contact with neighboring schools through e-mail, fax, and telephone as well as the Slaton High School website

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The mathematics curriculum initiates with the basic courses of Algebra I, Geometry, Math Models, and Algebra II, extending to upper level course offerings of Precalculus and Advanced Placement Calculus (overseen by the College Board) as well as dual-credit courses in College Algebra, Analytic Geometry, and Precalculus. Both the TEKS and a scope-and-sequence plan developed by Kilgo Consulting, Inc. serve as a guide for each of the basic courses. Algebra I and II emphasize various types of algebraic functions while Geometry and Math Models deal more with geometric figures and relationships. Precalculus provides the skills required for AP Calculus. The dual-credit courses offered in conjunction with South Plains College focus on topics approved by the chairman of the college's math department that ensure college-level standards.

The social studies department focuses on maintaining a ninety plus percent TAKS exit rate through various classroom activities. Teachers reinforce the social studies TEKS, introduced in middle school, at every grade level. Students master these expectations through visual, auditory, and kinesthetic learning experiences. Interactive power point presentations which include maps, graphs, charts, TEKS-aligned video clips, and games give students a fun and engaging classroom experience.

The science department engages students in authentic learning experiences through the life, physical, and geologic sciences. Students utilize a variety of technology tools, applications, and interactive websites purchased and developed through several awarded grants. Field trips reinforce learning with science related topics and issues relevant to the student's environment. Teachers give students multiple opportunities to receive remediation through tutorials in the early morning or afternoon. Whether by enhanced instruction with live animals, demonstrations, interactive video, or local and online resources, students have multiple opportunities to engage in visual, auditory, and kinesthetic learning experiences.

The foreign language department emphasizes the use of Spanish for active communication; it encompasses aural/oral skills, reading comprehension, grammar and composition. The course objectives help students comprehend formal and informal spoken Spanish; acquire vocabulary and a grasp of structure to allow easy, accurate reading of newspaper and magazine articles as well as modern literature in Spanish; and compose expository passages and express ideas orally with accuracy and fluency. Spanish I, II, III and IV reflect intellectual interests shared by the students and teacher (including but not limited to the arts, history, current events, literature, culture, and sports) and materials include recordings, films, newspapers, magazines, and a foreign language lab. These courses seek to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than the mastery of any specific subject matter, and extensive training in the organization and writing of compositions is an integral part of the Spanish courses. In addition, the foreign language department participates every year in the Foreign Language Festival sponsored by South Plains College, which provides an opportunity for our students to compete in different events such as skits, folklore dance, written tests, arts, sight-reading, prose, poetry, syllabication, television broadcasting, and extemporaneous speaking.

The visual and performing arts of Slaton High School focus on how people communicate their perceptions, responses, and understanding of the world to themselves and to others. Students exhibit the ability to symbolize, think and express themselves through dance, music, theatre and the visual arts. Students have the opportunity to participate in marching and concert band, One-Act Play (the largest theatre festival in the world), and Art I, II, III and IV.

Students in Art participate in the Scholastic Art and Writing Competition and have been awarded many Gold and Silver Key awards. The students also participate in the First Friday Lubbock Art Trail where they display their work in the art gallery. Each year students in Art IV submit a portfolio to the AP College Board program which provides an opportunity to earn college credit and/or advanced placement while still in high school. Students locate works of art in time and place, make reasoned judgments about them, and investigate how works of art create meaning. Study and practice in the arts refine the student's abilities to perceive

aesthetically, make connections between works of arts and the every day lives of people, and discuss visual, kinesthetic, and auditory relationships.

**2b. (Secondary Schools) English:**

The Texas Education Agency requires student mastery in an array of specific course requirements known as the Texas Essential Knowledge and Skills (TEKS). Teachers have closely aligned all English courses at Slaton High School with the TEKS. With similar TEKS, freshman and sophomore English courses explore selections from world literature in a variety of broad genres including poetry, drama, short story, autobiography, and the novel. Both courses focus upon literary traditions and terms as well as the foundations of clear, written expression in a variety of modes. Junior English seeks to instill an appreciation for the development of American literary history and literary genius while encouraging increasingly more personal and complex student responses'written, oral, audio, and visual'to literary concepts and themes. Senior English offers mostly British literature for close study but also emphasizes real-world writing including cover letters, resumes, position papers, letters to the editor, and research presentations. Slaton High School offers Advanced Placement English Language Composition, a college level course, at the junior level, as well as pre advanced placement courses for 9th and 10th graders interested in such rigor. Students wishing to earn dual credit may do so at the senior level through Slaton High School's partnership with South Plains College.

Slaton High school works proactively in several ways to assist students reading below grade level. A coordinator for students in English as a Second Language (ESL) assists students with assignments in reading and writing by offering out-loud readings or recordings of texts, group and individual discussion sessions, alternate and altered texts, as well as modified assessments. Diagnosticians test students struggling in regular English classes or on state assessments to determine if different or additional placements are advisable. A master reading teacher offers three of these possible placements ' reading courses in demanding 'must-do' environments that stress individual accountability, continual encounter with higher-level problem solving, and short, frequent writing responses that constantly reinforce the idea that logical thinking and clear writing improve reading skills. Another placement, English Foundations, serves learning-disabled students in a friendly and personal environment which emphasizes oral fluency. Students receive immediate feedback through constant verbal interaction with an encouraging instructor who requires students to read aloud, discuss texts, talk about words, and relate classroom learning to personal experiences. Reluctant readers find high interest novels particularly engaging which reinforce the positive environment. Though it relies heavily on repetition and routine, the course never engages in busy work. Finally, through various staff developments administration ensures that teachers across the curriculum engage students in reading.

**3. Additional Curriculum Area:**

Slaton High School provides Career and Technical Education (CTE) for students in grades 9-12. CTE prepares young people to manage the dual roles of family member and wage earner. Career and technical programs enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Agriculture and Natural Sciences, Business, Cosmetology, Diversified Career Preparation, Family and Consumer Sciences, and Health Science Technology are the focus of Career and Technical Education at Slaton High School. These courses follow the TEKS provided by the Texas Education Agency. The TEKS in the CTE courses support various knowledge and skills tested in the Texas Assessment of Knowledge and Skills. The CTE course offerings reflect the school's mission to graduate responsible citizens with a world-class education.

While planning for the future, students choose from ten career clusters in the AchieveTexas Program. According to its website 'AchieveTexas is a system designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine rigorous academics with relevant career education. When schools integrate academic and technical education, students can see the

'usefulness' of what they are learning. The system also facilitates a seamless transition from secondary to post-secondary opportunities.' These clusters allow students to develop learning plans for their secondary and post-secondary educations, providing the framework for academics and CTE to work together for the students' benefit.

Slaton High School students have been very successful carrying their skills into the workforce. Every Slaton High School student who has taken the course has passed his or her state board licensing exam enabling him or her to practice cosmetology professionally. In addition, ServSafe® Sanitation Certification provides students a national accreditation to prove training excellence and employability in the food service industry.

Slaton High School teaches three innovative courses: Agricultural Algebraic Exploration (A2E2); Ready, Set, Teach!; and Diversified Career Preparation. An agricultural science teacher and a math teacher, using a team-teaching approach to engage students, teach A2E2. Ready, Set, Teach! introduces students to the teaching profession as students participate in internships on various campuses in the school district. Diversified Career Preparation provides students the opportunity to explore career options through cooperative, work-based learning while receiving related classroom instruction in workplace readiness skills. CTE teachers periodically benchmark students in math, English and science using teacher-made tests that support curricula as well as the core subjects. A team approach reinforces key concepts to students in all subject areas.

#### **4. Instructional Methods:**

From the traditional lesson arc of lecture, guided practice, individual practice, review, and assessment to the less traditional concept of independent study, Slaton instructors offer various avenues to students for learning improvement. Hands-on activities abound in science courses in the form of animal dissection, plant grafting, model building, and rocket launching. Cooperative activities reinforce learning across the curriculum by harnessing the energy in the social nature of students and allowing them to experience the importance of their individual role in the learning of the group. Sometimes teachers differentiate instruction for particular students providing modifications tailored specifically for them such as shorter assignments or concept combinations. Other methods teachers employ include question and choral response and team competitions such as knowledge and spelling bees. Teachers may use knowledge of individual learning styles to reinforce concepts; for example, one student might write an assignment while another might perform dramatically. Educators often re-teach concepts in different ways if students do not meet mastery the first time. For example, if students have not constructed appropriately elaborated written responses, teachers may require students to deconstruct several excellent responses, noting their appropriate qualities. Educators embrace the idea that methods of instruction change as results, groups of students, and individual students themselves change.

#### **5. Professional Development:**

Slaton Independent School District and the Board of Trustees allow teachers to select professional development in their content areas for two of the eight professional development days required by the Texas Education Agency. Slaton High School teachers participate in this selection process. In addition, teachers participate in workshops and conferences germane to their subject area and in campus staff development applicable to all content areas.

A variety of organizations and businesses provide professional development opportunities for staff members at Slaton High School, including the Regional Education Service Center, the Texas Education Agency, professional teacher organizations, education cooperative, certified industry professionals, and The South Plains Tech Prep Consortium. Because alignment of the curriculum with our students' educational goals is essential for improving student achievement, all core teachers attend training in Kilgo Data Driven Decisions and Kilgo Scope and Sequence. Math teachers participate in The Conference for the Advancement of Mathematics Teaching and utilize the Texas Mathematics Diagnostic System, a web resource that allows teachers to diagnose students' achievement levels in math. Education Service Center 17 presented a workshop on Ruby Payne's 'A Framework for Understanding Poverty' that aided many teachers in working with economically disadvantaged students. 'Differentiated Instruction for All Learners: Strategies that Work' assisted teachers in working with all types of learners in all curriculum areas.

To further enhance the education of their students, CTE teachers gained industry-standard certification and instructor status allowing them to certify students in cosmetology and ServSafe®. In addition, business and technology teachers are currently obtaining Microsoft Office 2007 certification.

## PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 9 Test Texas Assessment of Academic Skills and Texas As  
Edition/Publication Year 2002-2003 (TA Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	86	90	79	80	81
% "Exceeding" State Standards					
Commended Performance	22	9	25	10	2
Number of students tested	99	92	85	87	91
Percent of total students tested	97	100	100	85	93
Number of students alternatively assessed	3	0	0	15	7
Percent of students alternatively assessed	3	0	0	15	7
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	82	85	70	80	67
% "Exceeding" State Standards					
Commended Performance	11	6	19	2	0
Number of students tested	62	54	37	41	49
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard					70
% "Exceeding" State Standards					
Commended					0
Number of students tested	6	9	6	7	10
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	94	91	88	85	90
% "Exceeding" State Standards					
Commended Performance	37	21	39	21	5
Number of students tested	35	34		33	40
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	58	39	51	52	58
% "Exceeding" State Standards					
Commended Performance	9	11	5	16	8
Number of students tested	95	92	82	89	89
Percent of total students tested	97	100	100	86	93
Number of students alternatively assessed	3	0	0	15	7
Percent of students alternatively assessed	3	0	0	14	7
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	51	33	46	39	47
% "Exceeding" State Standards					
Commended Performance	2	7	6	2	0
Number of students tested	59	57	35	46	47
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		10			
% "Exceeding" State Standards					
Commended Performance		0			
Number of students tested	6	10	5	9	9
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	79	55	74	79	73
% "Exceeding" State Standards					
Commended Performance	18	18	3	39	17
Number of students tested	33	33		33	41
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	73	67	56	58	68
% "Exceeding" State Standards					
Commended Performance	13	8	8	4	1
Number of students tested	71	75	73	77	78
Percent of total students tested	97	100	85	92	92
Number of students alternatively assessed	2	0	13	7	7
Percent of students alternatively assessed	3	0	15	8	8
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	61	58	42	43	62
% "Exceeding" State Standards					
Commended Performance	5	5	0	0	0
Number of students tested	41	38	31	28	47
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard					
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	8	5	7	7	4
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	78	69	72	73	81
% "Exceeding" State Standards					
Commended Performance	19	16	19	9	3
Number of students tested	32	32		33	32
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	89	91	70	77	75
% "Exceeding" State Standards					
Commended Performance	7	23	11	0	0
Number of students tested	75	77	74	79	77
Percent of total students tested	97	100	100	92	92
Number of students alternatively assessed	2	0	0	7	7
Percent of students alternatively assessed	3	0	0	8	8
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	84	85	59	61	64
% "Exceeding" State Standards					
5	5	18	3	0	0
Number of students tested	43	40	32	28	45
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard					
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	8	5	7	7	3
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	6	24	22	0	0
% "Exceeding" State Standards					
Commended Performance	97	100	88	89	81
Number of students tested	31	33		35	32
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	98	93	84	83	61
% "Exceeding" State Standards					
Commended Performance	37	24	6	3	1
Number of students tested	60	70	68	71	69
Percent of total students tested	88	85	89	89	91
Number of students alternatively assessed	8	12	8	9	7
Percent of students alternatively assessed	12	15	11	11	9
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	96	91	73	72	43
% "Exceeding" State Standards					
Commended Performance	90	19	3	0	0
Number of students tested	27	32	30	25	23
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard					
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	3	6	6	6	2
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	43	32	9	7	3
% "Exceeding" State Standards					
Commended Performance	43	32	9	7	3
Number of students tested	30	28		28	34
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	85	75	74	88	56
% "Exceeding" State Standards					
Commended Performance	20	20	8	6	0
Number of students tested	60	61	66	69	73
Percent of total students tested	88	80	88	88	92
Number of students alternatively assessed	8	15	9	9	6
Percent of students alternatively assessed	12	20	12	12	8
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	79	62	71	75	35
% "Exceeding" State Standards					
Commended Performance	18	0	4	0	0
Number of students tested	28	26	28	24	23
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard					
% "Exceeding" State Standards					
Commended Performance					
Number of students tested	3	5	6	7	3
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	89	96	84	96	69
% "Exceeding" State Standards					
Commended Performance	25	39	16	15	0
Number of students tested	28	28		27	36
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					