

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

Official School Name Cinco Ranch High School
(As it should appear in the official records)

School Mailing Address 23440 Cinco Ranch Blvd.
(If address is P.O. Box, also include street address.)

Katy Texas 77494-2881
City State Zip Code+4(9 digits total)

County Fort Bend State School Code Number* 101 914 007

Telephone (281) 237-7000 Fax (281) 644-1734

Web site/URL http://kisdwebs.katyisd.org/campuses/c E-mail bonniebrasic@katyisd.org

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.

Principal's Signature Date _____

Name of Superintendent Mr. Alton L. Frailey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Katy Independent School District Tel. (281) 396-6000

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Eric M. Duhon
(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.

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

**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

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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 13 | % Asian or Pacific Islander |
| 5 | % Black or African American |
| 12 | % Hispanic or Latino |
| 70 | % 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 8 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	89
(2)	Number of students who transferred from the school after October 1 until the end of the year	148
(3)	Total of all transferred students [sum of rows (1) and (2)]	237
(4)	Total number of students in the school as of October 1	3070
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 2 %
- | | |
|----|---|
| 64 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 14

Specify languages:

- Amharic (Ethiopian)
- Arabic
- Cantonese (Chinese)
- Farsi (Persian)
- French
- German
- Japanese
- Korean
- Mandarin (Chinese)
- Norwegian
- Portugese
- Spanish
- Urdu
- Vietnamese

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 101

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: $\frac{6}{171}$ % 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>20</u>	Autism	<u>4</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>31</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>71</u>	Specific Learning Disability
<u>20</u>	Emotional Disturbance	<u>3</u>	Speech or Language Impairment
<u>4</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>17</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>9</u>	<u>0</u>
Classroom teachers	<u>164</u>	<u>2</u>
Special resource teachers/specialists	<u>13</u>	<u>0</u>
Paraprofessionals	<u>39</u>	<u>1</u>
Support Staff	<u>18</u>	<u>0</u>
Total number	<u>243</u>	<u>3</u>

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 $\frac{19}{1}$: 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	97 %	98 %	98 %	98 %	98 %
Daily teacher attendance	95 %	94 %	93 %	96 %	96 %
Teacher turnover rate	13 %	10 %	11 %	0 %	0 %
Student drop out rate (middle/high)	1 %	1 %	1 %	1 %	1 %
Student drop-off rate (high school)	1 %	1 %	1 %	2 %	4 %

Please provide all explanations below

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	1010	
Enrolled in a 4-year college or university	80	%
Enrolled in a community college	7	%
Enrolled in vocational training	1	%
Found employment	11	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

'In partnership with parents and community, Cinco Ranch High School seeks to challenge, nurture, and empower students to build strong character and to reach academic excellence through thinking logically, independently, and creatively in our rapidly changing world of the 21st Century.'

Cinco Ranch High School is a comprehensive public high school located in the Katy Independent School District in Katy, Texas, a rapidly growing suburban city on the far west side of Houston. The school had 3,070 students enrolled in grades 9-12 for the 2006-2007 school year. Cinco Ranch High School opened its doors to students in 1999, and in its brief history, the school has established strong traditions of academic and extracurricular excellence, as evidenced by being recognized for the last two years as a Texas Business and Education Coalition Honor Roll School.

Our teachers work together to implement a curriculum that not only challenges the advanced students, but also bridges the gap for some that may be at different stages of their learning experience. Counselors and teachers work closely to identify students that are AP course-ready, and they encourage students to enroll in these upper-level courses. Cinco Ranch High School consistently scores above the local, state, and national averages on the SAT, ACT, PSAT, Advanced Placement, and state assessment tests. Along with sending students to some of the more prestigious national universities such as Harvard, Duke, and Yale, over 85% of our graduates further their education at private and public 4-year colleges and universities throughout Texas and the United States. Nearly 32 % of the students participated in the Advanced Placement testing program during the 2006-2007 school year, with 1,434 tests administered, and 91% of those tested scored a 3 or higher. The average SAT score at CRHS is 581 for Math, 551 for Reading, and 547 for Writing, all above the Texas and national averages. The school has one of the nation's largest chapters of the National Honor Society, boasting over 500 active members. The Class of 2007 had 20 National Merit Finalists, 20 Semi-Finalists, 43 Commended National Merit Scholars, and 10 National Hispanic Scholars.

The faculty and staff of Cinco Ranch High School believe that academic excellence is derived from quality programs throughout the school. Along with offering a full range of courses, the Fine Arts Department has received numerous awards and recognitions for student achievement in art contests, choir, band, and dance competitions, and theatrical productions. The CRHS athletic program finished in the top 10 in 2007 in the prestigious Lone Star Cup, given each year by the Texas University Interscholastic League to the high schools with the highest rated academic and athletic programs in the state. The athletic and fine arts programs at Cinco Ranch High School provide students the basis for developing the character and the skills necessary to develop life-long habits such as commitment, work ethic, and the ability to work cooperatively with others. These programs have achieved numerous district, regional, and state championships; but more importantly, the students that participate in these programs are provided with an opportunity to reach beyond their potential on a daily basis.

A key ingredient to our success is the involvement of our parent volunteers. Over 10,000 volunteer hours are recorded every year, with parents working in numerous capacities around the school. The PTSA also provides a 'wish list' for the school, using funds to purchase supplies not covered in the normal school operating expenses. For the 2006-2007 school year, the amount was over \$19,000.00.

Counselors meet individually with every student to review course selections and future plans. In an attempt to make a connection with every student, the school incorporates a number of initiatives. There are over 60 different student-led clubs and organizations on campus that offer the opportunity for students with similar interests to network on a frequent basis. The school is actively involved in a mentoring program that pairs students with adults from the community. Cinco Ranch High School has sponsored initiatives such as 'Rachel's Challenge', and the Flippen Group's 'Building Champions' program that have focused on

developing the student attributes of tolerance of others, seeking positive outcomes, and avoiding actions that can lead to self-destructive behavior.

Cinco Ranch High School prides itself in focusing on the F.U.T.U.R.E.: being Focused, User-friendly, engaging in Teamwork, being cognizant of individual Uniqueness, building Relationships, and by fostering a safe and caring Environment for every student.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Cinco Ranch High School students have consistently achieved high levels on both state and national assessments. As a public school in the state of Texas, Cinco Ranch High School is required to administer the Texas Assessment of Knowledge and Skills Test (TAKS) on an annual basis. The TAKS test is designed to measure core areas of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Students in ninth grade are required to take TAKS exams in Reading and Mathematics. Tenth grade students are required to take TAKS exams in English Language Arts, Mathematics, Science, and Social Studies. Eleventh graders are required to pass Exit Level tests in English Language Arts, Mathematics, Science, and Social Studies in order to be eligible to receive a high school diploma.

The TAKS Test has three categories for student performance: 'Commended Performance', 'Met Standard', and 'Did Not Meet Standard'. 'Commended Performance' indicates a student has performed at a level that was considerably above the state passing standards, and the student showed a thorough understanding of the knowledge and skills tested at that grade level. A scale score of 2440 qualifies the student for the 'Commended' level. 'Met Standard' indicates that the student has performed at a level that was at or somewhat above the state passing standard, and the student demonstrated a sufficient understanding of the knowledge and skills tested at that grade level. A scale score of 2100 qualifies the student for the 'Met Standard' designation. 'Did Not Meet Standard' indicates that the student has performed at a level below the state passing standard. Further information regarding the state assessment system can be found at www.tea.state.tx.us/student.assessment/.

At Cinco Ranch High School, the overall English Language Arts / Reading scores and Math scores for the past five years have been consistently above district, state, and comparable school averages. Reading/ ELA overall scores at the 9th and 11th grade levels have progressively improved every year. Overall Exit Level achievement results in ELA and Math have improved into the upper 90th percentile for the past five years.

Although the campus subgroup scores are not as high as the overall campus scores, the campus subgroup scores are comparable to or higher than the state averages for subgroups. The campus subgroup achievement scores have consistently remained above the state and local averages for subgroup scores. The Exit Level achievement results for African-American and Hispanic subgroups have increased dramatically for both the 'Met Standard' level and the 'Commended' level. These increasing scores indicates that the school is adequately preparing students to meet state graduation requirements and beyond.

2. Using Assessment Results

Assessment data from standardized tests, benchmark tests, core objective tests, end-of-course exams, Advanced Placement tests, and course-specific tests are used by teachers, campus administrative staff, and district curriculum specialists working in Professional Learning Communities to evaluate student achievement. Cinco Ranch High School uses the ADM system (ASE Resources Data Management System) to disaggregate data from standardized state tests, district benchmark exams, and district core objective tests. Along with the summative assessments, teachers use formative assessments to individualize student learning. Numerous departments and subjects use campus-based item-analysis score sheets for more immediate feedback on class tests and quizzes. The data is used to determine if the written, taught, and tested curriculum is aligned. If it is determined from the data analysis that gaps in alignment have occurred, the teachers examine the curriculum and adjust emphasis and scope and sequence. The ADM system also allows teachers to produce individual student tutorial strips for personalized remediation. Cinco Ranch High School has created a data team to assist teachers in disaggregating data. The data team consists of one teacher from each of the four core academic areas. This data team teacher is provided with a daily period for the sole purpose of working with school data. Teachers also review assessment data to determine which teaching strategies are most effective for mastering specific objectives. Working in collaborative academic teams, teachers adjust instructional plans to include these successful strategies. Cinco Ranch High School is currently reviewing 5 year campus data trends for standardized state tests in Math and Science to determine specific campus strengths and weaknesses. By disaggregating

data, evaluating scores on specific objectives, and then relating that information to lesson planning, teachers are able to improve delivery of instruction and make a positive impact on student academic achievement.

3. Communicating Assessment Results

Cinco Ranch High School is committed to strong partnerships with all members of the school community, and numerous methods are used to communicate student performance to students, parents, and other stakeholders. In the classroom, formative and summative assessments are examples of tools used by teachers to improve student learning. Students receive daily feedback from teachers through one-on-one conferencing, quizzes, tests, and alternative assessments. Printed reports of current averages are delivered to students every three weeks. First period teachers track these reports and call parents of students who have grades lower than 75. Teachers also call parents of students who do not return the report within a week with a parent signature. Phone master messages alert parents that report cards have been sent home with students. Report cards are mailed home at the end of the first and last grading periods. Scores on standardized tests are communicated to parents and students through written reports, detailed mailings, and parent conferences. Along with the traditional method of conducting phone conferences, technology is expanding the school's ability to increase communication. Through the school data management system, teachers and support staff are able to click directly onto a parent's e-mail address to initiate communication. The Parent Information Center offers the opportunity for parents and students to view grades and details about due dates and assignment expectations in real-time. 'E-news', a weekly e-mail newsletter, is sent every Friday to parents and community members, detailing academic accomplishments and upcoming events. Individual teachers and subject level teams maintain web pages on the school website that include announcements, calendar of events, tutorial information, and other important documents for classes. Teachers are also integrating online community tools when appropriate to enable student collaboration and dialog. Aggregated test data is available to students, parents, and the community through campus and district websites. News releases regarding state assessment results are supplied to the local media for communication within the community. Cinco Ranch High School also publishes a school profile that details the results of state and national test scores and compares the school to local, state, and national averages.

4. Sharing Success:

An important philosophy at CRHS is the belief that the constant examination and evaluation of school practices can lead to an improved learning environment and an increased level of student academic achievement. With this in mind, the campus encourages and supports staff to network with other educators to share best practices. Members of the campus administrative team are active members of several state and local organizations, including the Texas Association of Secondary School Principals, the National Association of Secondary School Principals, and the Association for School Curriculum Development. Along with being active members, several of the administrators have submitted proposals to present at state and national conferences, and members have also served on local and state committees. The school participates in a number of district initiatives. For example, the principal meets monthly with other district secondary principals, and the assistant principals meet monthly to collaborate with other district administrators. The Department Chairs, Principal, and Assistant Principal for Instruction participate in the district's Leader of Learners group that reviews current district instructional philosophies and practices. Teachers share lesson plans with teachers at other district schools through KMAC, the automated curriculum. Numerous teachers belong to state and national organizations, and several teachers have presented successful school practices at conferences and workshops. Advance Placement teachers regularly participate in AP workshops, and numerous teachers have worked as AP exam graders during the summer. Cinco Ranch High School teachers participate in the district superintendent's Teacher Advisory Council that meets 4 times during the school year. The Parent-Teacher-Student Association meets regularly with other PTA's to share ideas and practices. The students at CRHS participate in a wide variety of local and state organizations, one of which is the school district's Superintendent Advisory Council that meets 5 times a year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Classrooms at Cinco Ranch High School reflect the school's commitment to providing rigorous, relevant, and engaging curriculum for all students. The curriculum for all courses is horizontally and vertically aligned to the Texas Essential Knowledge and Skills. Because over 85% of students are college-bound after graduation, the baseline curriculum is college preparatory.

The math curriculum is structured to challenge students at every ability level from Algebra I through Calculus BC. In the classrooms, students are engaged in hands-on activities to develop conceptual understanding. Instruction is supported by the use of technology including graphing calculators, data-collection devices, and interactive white boards. The department members are dedicated to providing a mathematics program which engages all students through the use of multiple approaches to concepts and incorporating real-life applications while maintaining the rigorous standards necessary to prepare students for educational opportunities beyond high school.

In the Languages Other Than English (LOTE) department at CRHS, there is an emphasis on consistently raising standards in specific goals to enable students to produce language at higher levels of competency instead of merely knowledge and recall. This sense of purpose provides the framework for fine-tuning and nurturing communication skills to give students the opportunity to interact more fully in a global society. Teachers work to expose students to different aspects of language and culture to instill a greater degree of sensibility towards other cultures. Students are engaged in lessons that compare and contrast the target language's grammatical structures to those in English, and creative writing assignments are used to incorporate large language skills and vocabulary groups into meaningful contexts. Pre-AP and AP courses are offered in all languages.

The Cinco Ranch High School science curriculum is a laboratory-based study of scientific concepts and relationships with an emphasis on inquiry learning to foster independent problem-solving skills. Numerous pedagogical strategies are implemented by certified discipline-specific teachers to meet the skills and interests of students from all backgrounds. Subsequent to the standard curriculum of biology, chemistry, and physics, students have the opportunity to further their science education by enrolling in additional courses which include the following: AP Biology; AP Chemistry; AP Physics; Anatomy & Physiology; Geology, Meteorology, and Oceanography; and Aquatic Science. Additionally, many students choose to take multiple science courses simultaneously and most students graduate with four years of science. High achievement in science is demonstrated by standardized tests including the TAKS test and College Board AP exams as well as participation in science competitions such as robotics and UIL science.

Social studies classes are developed around the core curriculum outlined in the Texas Essential Knowledge and Skills and the specific curriculum objectives articulated in the district automated curriculum (KMAC). Social studies vertical teams and district level social studies coordinators have developed, and teachers have employed, a social studies skills continuum outlining essential skills such as note taking, analyzing documents and responding to higher order multiple choice and free response questions. Writing is taught and assessed in a formative and summative manner in all courses. Students learn how to respond to complex data-based questions, analyze primary source documents, create reports reflecting independent research, and work in collaborative groups to develop student-directed products to answer complex questions. The focus of the curricular efforts in social studies is to empower students with the ability to analyze and evaluate information about the world and to work independently to develop innovative and effective methods of conveying that knowledge. Pre-AP, AP, and community college dual credit courses are offered in numerous subjects.

The Fine Arts Department utilizes a strong performance-based curriculum based on standards comparable to university programs. Each discipline employs teaching strategies that require the students to engage in higher-level thinking skills. Students are required to apply knowledge and to synthesize information. For example, choir students learn new

repertoire through audition. Students are consistently required to transfer knowledge from one genre to another. An example of this would be converting chamber music to solo music, converting drawing skills to painting, adapting group dance numbers to solo dance numbers, and transforming ensemble acting to a monologue. Students also learn the art of collaboration across the curriculum through activities such as the Fine Arts Musical, where groups such as the orchestra, jazz band, acting groups, technical theatre participants, and art students come together to stage a major production each year.

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

The Cinco Ranch High School English department offers a strong curriculum that focuses on four critical skills: reading, writing, speaking, and listening. The department incorporates a variety of instructional materials, such as state-adopted textbooks, classic literature, contemporary literature, as well as up-to-date technology such as unitedstreaming.com and electronic discussion forums to build skills and engage students in learning.

Academic (on-level) English classes target students who will proceed to two-year or four-year colleges. The curriculum is primarily literature-based, and most of the essay topics are literary analyses. In addition, teachers across grade levels maintain a constant dialogue to ensure vertical alignment. For example, each year the research paper assignment builds on the skills gained in the previous years' research assignment. The academic curriculum is flexible enough to allow for teaching a variety of close reading and writing skills, including the opportunity to customize interventions to assist struggling readers. For example, during after-school tutoring sessions (mandatory for failing students), teachers suggest that those students who score lower than a 75 should examine their study habits: choose a quiet room (no noise like music or TV), practice annotations, work in short time periods with frequent breaks, utilize either audio tapes/CDs/ or even read aloud.

For struggling ESOL students, resources include technology and web-based learning programs such as ESLreadingsmart.com to allow each learner to acquire vocabulary and knowledge at his/her own level and pace. These struggling readers receive individualized lessons in vocabulary, reading, and listening. In addition, the ESOL teachers use abridged and unabridged novels to parallel the instruction of the mainstream classes, depending on a student's level and proficiency. The campus also provides an ESOL Extended Day program for ESOL students as another opportunity for additional instruction.

Cinco Ranch High School also offers Special Education co-teach English classes and resource English classes for those students who require more support in the classroom and who are below-level readers. Additionally, a Reading Improvement class is also offered as an elective which can further support the students in academic, ESOL, and Special Education co-teach, or resource classes. Using the READ180 Program model in Reading Improvement classes, teachers can target students' instructional needs, individualize the instruction, and document growth in student reading levels, which, in turn, assists students in their English classes. For students that continue to struggle, a dyslexia screening tool is used by the campus reading specialist to identify and prescribe appropriate reading strategies.

The Pre-AP/AP program has been a consistent strength of the school in terms of students' scores on the end-of-year AP language and literature exams. All of the Pre-AP/AP English teachers participate in extensive, ongoing workshops to learn AP strategies. The Pre-AP/AP English curriculum, while quite challenging, benefits students in all other areas of their academics as well, since it emphasizes critical thinking.

3. **Additional Curriculum Area:**

An important element of the Cinco Ranch High School curriculum is the Career and Technology Education Department (CTE). Offering a wide range of courses, the CTE department focuses on developing higher-level thinking and reasoning skills, developing student character, and integrating student technological experiences where appropriate.

Independent student thinking and working in cooperative groups plays a large role in CTE Department courses.

Students have an option to be involved in courses that provide real-world, hands-on experiences in both an educational and work-force setting. Students enrolled in Family and Consumer Education courses such as Nutrition and Food Science, Interior Design, Child Development, and Individual and Family Life participate in a number of projects that allow them to develop a broad range of knowledge and skills related to personal development and management, promotion of family strengths and well-being, and development of positive relationships with peers. Health Science Technology courses provide students with the opportunity to develop and apply skills in a classroom and clinical setting relating to a group of health occupations. Students have the opportunity to observe and work with professional health care personnel while rotating through various departments of area hospitals and community health care providers. Activities include attending an open-heart surgery procedure and an interactive videoconference autopsy. Technology Education courses such as Web Mastering, Digital Graphics, and Business Computer Information courses provide students with a solid background in the latest technological developments using industry-grade computer software. Some of these classes accept assignments from area businesses, construct business proposals, and provide a useful product to interested parties. Students can also obtain industry certification in a number of areas. Business and Marketing Education courses provide essential knowledge and skills through classroom technical instruction and on-the-job training.

Pre-Engineering courses through the Project Lead the Way program provide a background in engineering principles, reinforced through practical application in projects and computer exercises. Agricultural courses such as Ag Mechanics, Ag Metal Fabrication, and Home Maintenance and Improvement involve students in hands-on activities that develop higher-level thinking skills. Some of the projects include trailer construction and metal art projects.

An important extension of the CTE department is the extracurricular organizations that form their philosophical basis on CTE principles. Groups such as FFA, Future Business Leaders of America, Texas Association of Future Educators, Health Occupations Students of America, and the Chinese International Business organization combine ethical philosophies and application of content skills to develop logical, independent, and creative-thinking students.

4. Instructional Methods:

Cinco Ranch High School seeks academic excellence for each student through a balanced curriculum aligned with quality instruction and assessment of achievement. Teachers at Cinco Ranch High School address the varied needs of students by adapting teaching structures and strategies, resources, learning activities, and student products to maximize learning for each student as it is related to the school district curriculum.

Using the school district-developed automated curriculum (KMAC), teachers at Cinco Ranch High School develop effective lessons that target specific objectives within the scope and sequence for their subject. The KMAC system encourages teachers to select classroom structures, activities, and strategies that maximize student interaction and engagement. Among the most effective classroom structures are cooperative groups, interactive lectures, walk-about reviews, jigsaw discussions and peer evaluations. Within these structures, students participate in activities designed to engage them in processing and applying the content, rather than merely taking notes, listening, or reading. Some of the strategies employed by teachers to this end are content frames, interactive notebooks, foldables, two-column and Cornell note taking, independent research, mind streaming, and free form mapping. Dozens of effective, proven, research-based structures and strategies are available to and employed by teachers through the KMAC system.

Cinco Ranch High School also utilizes a number of other learning experiences to make lessons relevant for students. Teachers arrange content-related field trips, virtual field trips through videoconferencing, guest speakers, interdisciplinary activities between subject areas, and curriculum compacting to allow students the opportunity to explore individual areas of interest. Students that may be behind in classes are offered the opportunity to earn credits through the Katy On-Line Learning Assessment Laboratory (KOLA). Students

can work independently on-line to earn credits for courses already taken but not passed. This is a very effective means for providing motivation and engaging struggling students.

The instructional methods employed by the teachers at Cinco Ranch High School are rooted in solid pedagogy, take place in an environment of mutual respect and shared responsibility for learning, and serve to maximize the learning capacity of each student.

5. **Professional Development:**

The professional development program at Cinco Ranch High School is based on the DuFour model of a Professional Learning Community (PLC). These Professional Learning Communities provide the forum for many of the on-going staff development activities on campus. Groups of teachers from the same subject and grade level share a common planning period and meet weekly to discuss and refine instructional strategies, analyze and evaluate assessment data, and share best practices. This peer-driven learning often includes need-specific training from instructional and technological specialists at the campus and district level.

Cinco Ranch High School believes in the philosophy that is important that teachers are provided the opportunity to participate in district, local, state, and national professional development events. The campus has a professional development budget of approximately \$6,000 and provides release time for teachers to attend these events. Through the PLC's, teachers are allowed the opportunity to determine which individual staff development activities may benefit their departments.

At the district level, teachers are used to help plan and implement many of the district staff development initiatives. Release time is provided for teachers to review assessment results and collaborate with subject area teachers from other campuses. Vertical teams, curriculum teams, and horizontal planning teams meet throughout the year. The district also provides funding for Pre-AP and AP teachers to attend regional and national workshops that are subject-specific. District level staff development is available for all faculty and staff through an on-line catalog of special interest sessions. This automated system (PLUS) also tracks employee enrollment in staff development courses, and allows for a uniformed system to reflect participation. Faculty and staff are encouraged to develop a plan for professional development and to evaluate and revise that plan during the teacher evaluation period.

The impact of the professional development program can be seen in the standardized test scores that consistently exceed the local, state, and national averages. The professional development opportunities also provide teachers with the motivation to continue to seek ways to provide rigorous, relevant lessons to engage students.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 9 Test TAKS

Edition/Publication Year 2002-2007 Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	99	99	98	97	96
% "Exceeding" State Standards					
Commended	42	41	44	23	9
Number of students tested	654	606	974	907	762
Percent of total students tested	97	97	98	96	95
Number of students alternatively assessed	8	15	24	18	17
Percent of students alternatively assessed	1	2	2	2	2
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	94	94	95	82	97
% "Exceeding" State Standards					
Commended	37	23	27	30	3
Number of students tested	35	35	41	44	34
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	97	95	96	82	95
% "Exceeding" State Standards					
Commended	24	28	37	26	11
Number of students tested	71	57	115	84	56
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	99	99	96	98	100
% "Exceeding" State Standards					
Commended	44	45		80	19
Number of students tested	85	83		99	75
4. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	83	78	94	
% "Exceeding" State Standards					
Commended	30	26	26	24	
Number of students tested	23	23	27	17	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	97	97	87	91	93
% "Exceeding" State Standards					
Commended	24	26	5	10	18
Number of students tested	615	687	923	773	670
Percent of total students tested	95	97	97	96	97
Number of students alternatively assessed	21	15	23	0	4
Percent of students alternatively assessed	3	2	2	0	1
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	97	93	78	79	82
% "Exceeding" State Standards					
Commended	19	21	7	0	11
Number of students tested	36	28	41	33	28
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	94	93	78	89	90
% "Exceeding" State Standards					
Commended	13	17	3	8	15
Number of students tested	69	70	89	62	52
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	99	93	90	94
% "Exceeding" State Standards					
Commended	34	34	4	18	30
Number of students tested	86	76	106	82	69
4. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	95	80		0
% "Exceeding" State Standards					
Commended	4	0	0		0
Number of students tested	23	19	20		0

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	98	97	96	80
% "Exceeding" State Standards					
Commended	53	45	37	21	9
Number of students tested	642	926	777	694	591
Percent of total students tested	95	96	93	95	88
Number of students alternatively assessed	14	24	27	0	9
Percent of students alternatively assessed	2	2	3	0	1
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	96	98	97	93	68
% "Exceeding" State Standards					
Commended	26	24	20	19	4
Number of students tested	27	46	35	27	25
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	99	95	95	90	72
% "Exceeding" State Standards					
Commended	49	26	31	12	8
Number of students tested	71	101	74	59	39
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	97	94	93	85
% "Exceeding" State Standards					
Commended	66	58	46	19	15
Number of students tested	82	114	85	27	59
4. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	94	86	100		
% "Exceeding" State Standards					
Commended	44	18	19		
Number of students tested	16	28	16		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	APRIL	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	94	93	92	93	96
% "Exceeding" State Standards					
Commended	47	51	49	49	42
Number of students tested	659	613	968	899	760
Percent of total students tested	98	98	97	95	95
Number of students alternatively assessed	9	23	28	18	16
Percent of students alternatively assessed	1	4	3	2	2
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	71	80	85	84	91
% "Exceeding" State Standards					
Commended	23	26	17	30	22
Number of students tested	35	35	41	43	32
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	89	91	89	83	91
% "Exceeding" State Standards					
Commended	26	24	33	27	30
Number of students tested	70	55	113	83	56
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100	97	99	97
% "Exceeding" State Standards					
Commended	71	67	60	81	68
Number of students tested	85	85		98	74
4. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	92	79	77	94	
% "Exceeding" State Standards					
Commended	29	25	19	24	
Number of students tested	24	24	26	17	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	APRIL	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	89	92	88	93	97
% "Exceeding" State Standards					
Commended	34	37	31	30	29
Number of students tested	612	675	919	773	672
Percent of total students tested	94	95	96	96	97
Number of students alternatively assessed	23	18	21	23	4
Percent of students alternatively assessed	4	3	2	3	1
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	78	82	60	81	82
% "Exceeding" State Standards					
Commended	17	11	7	16	21
Number of students tested	36	28	42	32	28
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	77	84	67	86	94
% "Exceeding" State Standards					
Commended	12	25	14	21	13
Number of students tested	68	69	90	62	53
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	99	96	96	99	100
% "Exceeding" State Standards					
Commended	57	56	57	48	49
Number of students tested	86	77	106	81	69
4. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	82	79	60		0
% "Exceeding" State Standards					
Commended	9	5	15		0
Number of students tested	22	19	20		0

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	APRIL	APRIL	APRIL	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	98	95	98	98	88
% "Exceeding" State Standards					
Commended	46	43	42	40	23
Number of students tested	652	936	781	697	634
Percent of total students tested	96	97	94	95	95
Number of students alternatively assessed	13	21	0	10	8
Percent of students alternatively assessed	2	2	0	1	1
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	92	81	94	89	76
% "Exceeding" State Standards					
Commended	23	14	26	27	8
Number of students tested	26	49	35	26	25
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	97	88	97	97	80
% "Exceeding" State Standards					
Commended	38	21	30	15	9
Number of students tested	71	102	74	59	45
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100	97	100	90
% "Exceeding" State Standards					
Commended	73	71		62	37
Number of students tested	81	113		74	57
4. Economically Disadvantage					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	89	100		
% "Exceeding" State Standards					
Commended	38	18	13		
Number of students tested	16	28	16		