U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Scott Harrell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 107 W Hwy 303 P O BOX 659
(If address is P.O. Box, also include street address.)

City Sudan State TX Zip Code+4 (9 digits total) 79371-0249

County LAMB State School Code Number* 140-908-001

Telephone 806-227-2431 Fax 806-227-2121

Web site/URL http://www.sudanisd.net E-mail scottharrell@sudanisd.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Mr. Lyndell Lance E-mail: bolance@sudanisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sudan Independent School District Tel. 806-227-2431
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. 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.

11. 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.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   1 Elementary schools (includes K-8)
   0 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. 3 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	17	15	32
9	21	12	33
10	17	15	32
11	12	20	32
12	24	13	37
Total Students	91	75	166

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
51 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
45 % White
1 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 13%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	9
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	168
(5) Total transferred students in row (3) divided by total students in row (4)	0.125
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL

Number of non-English languages represented: 1
Specify non-English languages: Spanish

8. Students eligible for free/reduced-priced meals: 83 %

Total number students who qualify: 139

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 11 %
18 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.

0 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
1 Emotional Disturbance	3 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
5 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 8:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	95%	96%	97%
High school graduation rate	100%	100%	100%	97%	100%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	31
Enrolled in a 4-year college or university	30%
Enrolled in a community college	36%
Enrolled in career/technical training program	13%
Found employment	7%
Joined the military or other public service	4%
Other	10%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

It is the mission of Sudan High School, believing all children can learn, to encourage the development of effective and creative communication in both oral and written language as well as clear thinking in critical and abstract terms with the ultimate goal of nourishing responsible, confident, thoughtful citizens of the world who possess integrity and the ability to think independently. We are dedicated to the development of technological skills that are necessary for everyone to be successful in our increasingly technological society.

The rural city of Sudan, located on the South Plains of Texas, had its humble beginnings after the turn of the 20th century. The city name originated from the thick swaying grass that covered the area. Settlers moved toward the South Plains in search of rich farmland that was broken out of the native grass. The Sudan public school system began in 1918 as a one-room school in the office of a lumberyard serving three students. As prospective landowners migrated toward the rolling grasslands, the community and school continued to grow and build over the years. The enrollment of the district reached a high of approximately 750 in the late 1950's as the quality farmland provided families with opportunities for a good life. The desire for a quality school system began by hard working visionary community leaders in those early days has grown and prospered over the years. As travel to larger cities became easier and the life of the small family farmer became more difficult, the small rural communities on the South Plains began to lose population. The town of Sudan was no exception, but the school continued its strong success in academics, athletics, and the fine arts.

Approximately 40% of the high school population comes from students who live in surrounding communities and transfer into the district. The district houses two campuses, Sudan Elementary and Sudan High School, in one central location. The two campuses work together by sharing teachers and classroom space. Many students from the high school campus spend time working as aides with elementary students. The community and school work extremely well together. School facilities are normally packed for school activities. School facilities are also used for various functions such as funerals, wedding receptions, and shower meetings. The school houses a quality fitness facility that community residents can pay for membership. The school is certainly an integral part of the community.

Students at Sudan High School are accustomed to hard work. The district encompasses 586.3 square miles. Some students make a 90-mile round trip bus ride each day. The majority of the high school students participate in many extra-curricular events ranging from athletics to the fine arts. Because of the small number of students and the high range of extracurricular participation, the high school teachers must work together to share students in order to provide every opportunity to participate. This has led to a great amount of success. Students at Sudan High School truly believe that if they work hard they can succeed. Sudan High School currently serves around 170 students. School demographics are 52% Hispanic, 46% Anglo, and 2% African American. Sixty percent of the students are economically disadvantaged. Forty five percent of the students are at-risk and the campus has a mobility rate of 12%. Some of the many milestones for the high school include 9 athletic state championships, 10 individual academic state champions, 2 academic team state champions, and 1 fine arts team state champion since 1982. As one example, the Art Department was started 30 years ago. During this time the department has won many awards and have had students enter the professional field. With hundreds of awards, the Art Department has won regional awards, state awards, and even national Gold Key Awards with students receiving their awards at Carnegie Hall in New York City. Additionally, SHS has a very strong competitive Speech program. In the last 2 years, the team boasts 3 National Forensic League Academic All-Americans.

The desire of the community to have a quality educational system for its students created a vision for success for the school's past and current administration and faculty. As demographics began to change and more disadvantaged students filled the campuses, administrators worked for ways to maintain success and also for ways to achieve greatness with a growing minority population. Quality professional development delivered many times by local educators, strong leadership that fosters collegiality, and collaboration among all faculty has helped to build a strong foundation upon which the success of Sudan High School is built. Sudan High School prides itself on providing big school opportunities in a small school environment.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

1a) As per the Texas Education Agency (TEA), the State of Texas Assessments of Academic Readiness (STAAR) performance standards directly relate levels of test performance to what students are expected to learn as defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS). This process is accomplished by establishing cut scores that distinguish between performance levels. The State establishes cut scores that define performance levels for an assessment and classify students into an appropriate performance category.

The prior standardized state assessment was the Texas Assessment of Knowledge and Skills (TAKS). The categories are met standard and commended performance. The Exit-Level TAKS assessment was administered for the last time in the spring of 2013 to our eleventh graders. High school students took the TAKS assessment in ninth grade (reading and math), tenth grade (ELA, math, science and social studies) and Exit Level (ELA, math, science, and social studies). Students were expected to pass the Exit Level exams in order to graduate from a Texas public school. The TAKS performance standards also related test performance to the TEKS.

The STAAR assessments replaced the Texas Assessment of Knowledge and Skills (TAKS) and use three categories for performance. The categories are Level III: Advanced Academic Performance, Level II: Satisfactory Academic Performance, and Level I: Unsatisfactory Academic Performance. The STAAR program annually assesses our students with 5 end-of-course assessments in the subject areas of English I, English II, Algebra I, Biology, and U.S. History.

The passing level set forth by the State is the Satisfactory Academic Performance level, but Sudan High aims for our students to perform at the Advanced Academic Performance level. The Advanced Academic Performance level is what the Texas Higher Education Coordinating Board, state universities, and the Texas Success Initiative have deemed appropriate levels of college readiness.

1b) Performance trends for Sudan High over the past five years include data from the State of Texas Assessments of Academic Readiness (STAAR) and the Texas Assessment of Knowledge and Skills (TAKS) state exams. The STAAR data analyzed was from Spring 2012 through 2013. TAKS data analyzed was from the years of 2008-2013.

The ELA data shows great success. The ninth grade data consistently shows 89-96% of our students passed the TAKS ELA from the years of 2009-2011. Over the years, 86-94% of our economically disadvantage group passed. There was never more than a 7% difference between those subgroups on the ninth grade TAKS. The tenth grade TAKS data between 2009-2012 consistently shows 94-95% of students passing with 89-100% of economically disadvantaged students passing. Exit Level TAKS data between 2009-2013 shows a passing rate between 95-100% with two of the five years showing 100% passing.

The ninth grade Math TAKS data fluctuated between 2009-2011. In 2009, 86% of our students passed the Math TAKS while only 74% passed in 2010. In 2011, the passing percentage jumped to 94%. In 2009, only 67% of our economically disadvantaged students passed while that number jumped to 75% in 2010. In 2011, 100% of our economically disadvantaged students passed. The tenth grade Math TAKS data in 2009 indicated 77% of students passing. Between 2010 and 2012, the passing standard fluctuated between 81-95% with the economically disadvantaged subgroup fluctuating between 80-93%. The 2009 Exit Level Math TAKS had 91% passing in both the overall passing and economically disadvantaged. In 2010-2013, 95-100% of our Exit Level students passed with 3 of the 4 years having 100% passing. After the 2010 data was released, Sudan High implemented a math extension class. Students were given the opportunity to drop an elective class and take a locally-developed math extension class. The data indicates that this extension class is making an impact. Our ninth grade passing rate increased 20%, and our economically disadvantaged subgroup increased 25% and surpassed the passing standard of the overall class. The

extension class gave students and teachers the opportunity to address objectives that were previously not mastered.

In 2012, the STAAR exam replaced the TAKS. The ninth graders were the first group of students to take the new assessment. There was a tremendous drop in passing rates from TAKS to STAAR. In 2011, 89% of our students passed the reading TAKS with only 67% passing the new STAAR assessment. This data indicated a need for teachers to provide more rigorous instruction and a need for a master schedule shift. In 2013, the English extension class was implemented that allowed students the opportunity to drop an elective class and take a locally-developed English class with hopes of expanding their mastering of TEKS objectives. In 2013, reading STAAR results increased 13%.

Over the past five years, AEIS AYP Accountability Projection Reports for ELA indicate 87.1-98.2% met standard and 83.3%- 96% of the economically disadvantaged subgroup met standard. The greatest deviation between this subgroup and our overall population is 4%. The AEIS AYP Accountability Projection Reports for Math over the past five years indicate 86-100% of our student population met standard, and 80-100% of our economically disadvantaged subgroup met standard. The greatest deviation between this subgroup and our overall population is 7.5%.

Sudan High provides students and teachers the opportunity of three remedial instruction times during the day with morning tutorials, Hornet Period tutorials, and extension classes. Providing remedial instructional time during the school day has proven to be the most successful change.

2. Using Assessment Results:

Sudan High views student achievement as a shared responsibility because all stakeholders play important roles. We strive to provide parents and students with the opportunities and support they need to become involved in students' academic achievement. State assessment data is mailed to parents, reviewed at parent/teacher meetings, and published in our local newspapers and website. We also convey the meaning of the data in the student's home language. We want families to understand not only the pass/fail scores but illustrate student growth, present areas of concern, and reveal strengths that their student exhibits. We review every child's scores through parent/teacher meetings and communicate ways we use our data to make improvements.
T
he data is used to develop and expand curriculum and instructional methods that advance student learning. We evaluate and analyze the data from both State exams and local work to reveal the individual's needs and strengths. The data is used to improve student learning through tutorials and differentiated classroom instruction. Teachers utilize benchmarking and state assessment software to disaggregate multiple years of data and recognize trends across a students' assessment history. This software provides vast, easy to read data for the teachers to extract from the Texas Assessment site to look at the student as a whole and across multiple years. The staff looks for trends in students' achievements, recognize learning gaps, and help students apply their strengths. The staff strives to bridge any gaps to meet the student's individual needs. The data collected drives instructional changes to modify delivery of material and concepts that enables the teachers to bridge gaps. We monitor students' progress and help students who are performing at all levels (below, proficient, and above standards). Yearly progress is also a goal.

Additional assessment data, along with the STAAR, is collected to supplement test data. Teachers build upon a students' prior assessment history with their own classroom assessments and benchmarks. These assessments monitor students' progress and screen for difficulties. This allows teachers to make data-based instructional decisions throughout the school year. When students do not meet proficiency standards, then students are required to attend mandatory tutorials before and during school. This allows teachers to reteach concepts previously not mastered and help students master current objectives.

At the end of every school year, teachers disaggregate data. Teachers work together to discuss curriculum alignment, trends noticed in the data, and placement options for students. Teacher input is used when deciding class-scheduling options, so students can take courses that meet their interests and courses they

need with instruction that is individualized. The goal is to understand the individual student's data and improve their learning one student at a time.

3. Sharing Lessons Learned:

Sudan High makes numerous efforts to share successful strategies with other schools and professional associations. Every year, school districts within our region ask to come and observe our staff at work. We have hosted several teachers from neighboring school districts to see how we implement strategies that enable our success. We also share the process of how we recreate our master schedule every year based on student's needs and wants with other school principals in our area.

Our Family and Consumer Sciences teacher, who serves as a visionary board member for Family, Career, and Community Leaders of America (FCCLA), travels to education service centers and state conferences in order to share her expertise of Career and Technical Education and student organizations. She presents workshops on Texas House Bill 5 that focus on structuring secondary education around career clusters, endorsements, student involvement, and certified credentials for high school students. The workshops contain information on how schools can vertically align courses, document each student's choices and progress, and the importance of student involvement in their education, extra-curricular activities, and volunteer activities. She has conducted workshops to demonstrate CTE online resources that can shape the CTE classroom to a 21st century learning environment.

Sudan is located many miles from city hubs that provide quality educational workshops. Each year we budget funds to send staff to quality professional development across the state and nation. Rewards are reaped because teachers present what they learned to district staff.

Our district implemented Moodle and Panopto in 2008 to offer our teachers a platform to extend learning beyond the classroom. Our experience and resources were shared with four local districts in 2009 when the FACT consortium was awarded a technology grant. Using the funds from the grant, our platform was implemented on a wide-area network between a total of five districts and our staff was called upon to lead and assist campus leaders with their own implementation.

Our technology staff presented at the 2013 Texas Computer Education Association's Google Apps Academy. This presentation focused on implementing and monitoring Google Apps resources for K-12 districts including service controls for organizational units, ensuring a safe and collaborative environment through email filtering, and methods for teachers to implement in order to provide a seamless virtual learning environment.

Sudan High is in this business for kids, not only in our own district, but any district who asks for assistance.

4. Engaging Families and Community:

Sudan High strives to implement strategies that engage families and community members for student success and school improvement. The campus is dedicated to providing quality education for each student. The goal of our Campus Parent Involvement Policy is to develop and maintain strong partnerships with parents. A positive tie between home and school creates a positive learning environment and leads to increased student achievement. Parents, who are representatives of our campus diversity, meet to develop the Campus Parent Involvement Policy. Parents assist in planning, reviewing and improving the Schoolwide Title I Program and other federal programs to help implement strategies to include English Language Learners, Parents with Disabilities, and Economically Disadvantaged.

Sudan High holds School Parent Information Network meetings (SPIN) four times per year in which parents are notified of the opportunity to attend these meetings in their home language. These meetings, along with our Annual Title I Campus Meeting, inform parents about the latest changes, graduation requirements, AYP reports and goals, child safety, and special programs. Parents are informed of state assessment dates and results, proficiency levels required, and general curriculum information. We strive to educate parents and

community on important changes and high expectations we seek from students as well as conduct annual surveys and evaluations to gather useful parent opinions on school improvement.

The campus principal, teachers, and parents work in a partnership to achieve student success. Parent involvement activities are provided which include parent conferences and school activities, to promote student success. Parent/teacher conferences are scheduled for identified at-risk students twice a year. Sudan High provides teachers with two teacher workdays to ensure all at-risk student's parents have the opportunity to meet with every teacher. The school partners with families to support and maintain student achievement.

A primary goal is to create successful, life-long learners that are active and productive citizens. We partner with South Plains College to offer Dual-Credit opportunities and higher education career and technical programs for success beyond high school. Students can leave Sudan with college credit and certifications through our community partnership with South Plains College. Allowing students to find success beyond high school while finishing their high school degree produces students that are prepared and confident at seeking higher education programs, certifications, and degrees.

We continue to partner with parents in educating our children through a family friendly oriented environment that promotes school culture, climate and organization for all populations.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum used by Sudan High varies by subject area and need of each student. In the State of Texas, schools are directed by the TEKS (Texas Essential Knowledge and Skills) that direct curriculum and then held accountable by the STAAR (State of Texas Assessments of Academic Readiness) State exam. This rigorous, annual state exam tests for college readiness. To be successful on this exam, the curriculum used and knowledge gained must be on a level that suggests each student is ready for college. By passing laws and interpretation of those laws, the state lawmakers and the Texas Education Agency has helped Sudan High elevate our learning standards to even greater expectations of our students in terms of class work and state testing results.

Sudan High utilizes curriculum that meets the requirements of the Texas Essential Knowledge and Skills. Each subject area is responsible for basing their classes from the TEKS. However, each subject area meets this school mandate in different ways. Our teachers are able to pull from a large variety of curriculum sources in order to meet the various needs of each and every student. Some of these sources are state-adopted and others are either self-made or supplements from different companies.

In math, the curriculum and method used to present the material is based on topic or TEKS being covered and the particular students in the classroom. A multi-prong approach of the material helps to meet the needs of more students.

The ELA department plans their lessons in a format to ensure each objective of the TEKS is met to ready them for STAAR and college courses. A mixture of state-adopted curriculum as well as supplements are used to teach lessons and bridge gaps so students can quickly achieve and master lessons.

Social studies utilizes state curriculum and other resources gained from dual credit classes from local colleges. The department also uses the Dallas County Community College Video Series that matches the state curriculum. By using college and state curriculum, the students are introduced to college-level social studies curriculum along with the TEKS.

The science teachers also use state curriculum but bring in many different outside resources to meet the needs of their subject. In order to well prepare our students for college classes, we participate in as many hands-on labs as possible but find it necessary to incorporate virtual labs into the curriculum to enhance upper level skills that students may encounter in university labs.

With the technological world that we live in today, we pride ourselves in the opportunities that we provide for our students. We use web-based learning management systems, district-owned and monitored Google Apps accounts, and various online objective-based platforms that can be configured to the needs of each student.

Our Spanish curriculum is based on state-adopted textbooks and the Rosetta Stone series. Many of our students are fluent in Spanish due to their primary home language.

In the fine arts curriculum, our studio art program stresses the importance of the elements and principles of design. These design principles are the basic foundation for many careers in interior design, advertising, landscaping, architecture, industrial design as well as computer programming, special effects, game design and much more. Through the use of professional programs, our students learn skills that will help them in numerous career paths.

The health and nutrition curriculum we use is from the Curriculum Center at Texas Tech University that follows the TEKS and is endorsed by the American Association of Family and Consumer Sciences' standards for the Nutrition, Food, and Wellness. These resources are used post-secondary in most nutrition classes as well as the Pre-PAC assessments.

Our physical education curriculum is developed locally and follows state skills measured by the state Fitnessgram performance standards. Every student is tested, and results are reported to the state.

Sudan High has a campus philosophy of expecting quality work and success from every student. As students enter our campus as 8th graders, they are given more responsibility with note-taking, reading and writing strategies, online research, and self study skills that will help them in their education and prepare them as successful independent learners thus preparing them for college coursework.

2. Reading/English:

2(b) Before school begins, the ELA teachers meet and discuss an instructional plan for the year. In that plan, they evaluate past curriculum, activities and lesson plans, and judge success based on state test results and individual student improvement. All curriculum choices are based on state required objectives. They use a variety of sources for the lessons: commercial curriculum, textbooks, Internet resources, professional development, and collaboration. The education service center has given access to an online sharing site that provides opportunities to network with other educators in the state and research possible solutions to specific issues in the classroom.

The students who struggle are given specific attention. During morning tutorials, the teachers are able to meet with students one-on-one to address their specific needs. They review writing samples, read with them, complete missed work and direct them as needed. An extension class opportunity was added to help students that have either failed the state assessment or are in danger of failing. Class sizes are small, so work is student-need directed. They may spend one day on revising and editing/grammar practice and the next three days on expository writing. The students review examples of essays that have been released by the state and evaluate how they are scored. The students highlight passages noting inconsistencies, format errors, and anything that might hurt a writing piece. They work in groups so that one student can benefit from another's insights and individually to work in a test-like scenario. They also review essay examples from the lower grades to simplify the concept and build from that point.

High performing students have many opportunities to develop their skills. The English department coaches students in various academic contest events such as Spelling, Ready Writing, Literary Criticism, Journalism and speaking events including Informative and Persuasive Speaking, and CX and LD Debate. Seniors can take Dual Credit English giving them two semesters of college credit before graduating.

The ELA teachers encourage and challenge the students. They do creative activities such as "Coffee House Day" when the kids write poetry, or use modern music to show examples of figurative language. Video and interactive games are also a big part of teaching methods.

3. Mathematics:

In mathematics, the teachers draw from several sources to meet the needs of the students. The mathematics department is extremely strong and successful from the curriculum that is used to how the department is operated. Math requires constant building upon previous concepts. Reteaching opportunities must be used frequently in addition to student repetition of learned concepts.

Starting with 8th grade, teachers build student schedules for one math course with an additional one-semester math course to ensure a strong math foundation before entering 9th grade. If students are lacking in any area coming out of 7th grade, this is the opportunity to fill in the gaps. Once students have entered the 9th grade, they choose a 4-year math plan that is evaluated throughout their high school years while guiding them throughout the process. The goal is to have students in the most rigorous math courses they can handle.

Algebra courses are taught using the TEKS with college algebra as the goal for all students in either their junior or senior years. By a student's junior year, teachers have a good idea of how the student is tracking

towards two categories: college credits or productive life skills. In either case, curriculum is presented in a way that promotes organizational and self-study skills.

All math classes are taught with the same basic methods: review of previous concepts, note taking and explanation of new concepts, examples worked with teacher, and independent practice of problems. Most days are followed with quizzes over previous days concept to check for understanding and reteach possibilities.

The above-grade-level students are encouraged to a college level math course track. These students will take College Algebra, College Trig, Pre-Calculus, and Calculus courses as juniors and seniors using a Dual Credit approach with South Plains College.

Some of our below grade level students have accommodations and modifications to their course work if on an IEP. The below-grade-level students have the opportunity for extension classes to build upon another math class in place of an elective. Teachers also offer before and after school tutorials as well as a "Hornet Period" built into the schedule every day for 15 minutes of extra math help.

Sudan High chose all of these approaches to ready the students for college. Repetition and strong teaching are keys to Sudan's success.

4. Additional Curriculum Area:

The Sudan High Science Department also uses state curriculum but pulls in many different outside resources to meet the needs of their subject area including Internet-based resources and education service center professional development workshop materials. In order to prepare students for college classes, students participate in as many hands-on labs as possible because it is necessary to incorporate virtual labs into the curriculum to enhance upper level skills that students may encounter in university labs. It also aligns with our school mission of developing technological skills that are necessary to be successful in an increasingly technological society. Biology, chemistry, physics, and anatomy and physiology classes are in-depth, hands-on classes that intrigue young science minds. With small class sizes, great use of collaboration between teachers, and varied curriculum resources, the science department shows success.

Each summer the department meets to analyze data and plan curriculum changes for the year. The curriculum used is based on data from particular needs of class strengths and weaknesses as a whole. The teachers adjust the curriculum and the presentation methods used based on individual needs. Some students need more work and instruction with note-taking and study skills while other students need to hear material again in a different way within a one-on-one type of tutorial setting. Some students need more of a hands-on manipulative style of object or project work to grasp the concept. Whatever the curriculum or method used or the level of the learner, the department adjusts to meet those needs. The science department uses self-made benchmarking tests to assess the TEKS learned. Any reteach opportunities that arise are met through this process. In many of the reteach situations, a different curriculum or supplemental aid might be used to explore the concept in a different fashion.

The science department has graduated many students that have become doctors, surgeons and chemists. The science department is special due to many of the chemist engineers that work at one of our two local electrical power plants who graduated from Sudan High. The collaboration with these plants provides our top students the opportunity to take an entrance exam straight out of high school. This particular electric company uses an entrance exam that measures mechanical aptitude, math skills, and other competencies. This exam identifies the students' strengths and helps guide them to the most beneficial major, so they can graduate college and work in one of the professional fields needed at these plants.

4(a) Sudan High would like to take advantage of our opportunity to expand the additional curriculum areas response to include our Career and Technical Education (CTE) courses in the three curriculum areas of Human Services, Architecture and Construction, and Business Management Administration and Finance. These three areas provide a unique opportunity for our students in terms of the use of professional, real

world technology and applications plus articulated college credit that can be used in their professional fields of study. Sudan partners with a local college, South Plains College (SPC) in Levelland, where a fairly large percentage of our graduating class tend to enroll. These three CTE curricular areas work directly with SPC professors to enhance and elevate our course curriculum to college level and credit standards. Many of the students leave Sudan High School with several college credit hours, besides those earned in the math and English departments, that can be used at SPC in their direct fields of study.

The CTE Human Services program consist of many vertically and sequentially aligned courses, but the two courses that articulate for college credit to SPC are Child Development and Child Guidance. The curriculum used in these courses comes in large part from state curriculum but is modified and enhanced with the help of SPC and our local university, Texas Tech. Some of the main aspects of these courses examine parenting roles, infant and child development, childcare management, and safety and nutrition. These are in-depth, hands-on courses where students are able to work with actual children in the school and community to develop the skills to work in these types of career paths. Many of the students, with help of this CTE course program, graduate from Sudan High and enroll to become Early Childhood Education majors, hospital nutritionists, daycare managers, and child psychologists.

Sudan's CTE Architecture and Construction program works much like the Human Services program in which course curriculum is guided by the higher education learning institutions in our surrounding areas. The two courses that are offered articulate to SPC include Architectural Design and Manufacturing Graphics. Both courses focus on general knowledge and practical skills necessary for a successful career in computer-aided (AutoCAD) drafting and design of products, buildings, and environmental projects. Many of these students gain their start here and leave with an interest in careers such as Engineering, Architecture, or Drafting. A local design and construction company has even offered former students jobs straight out of high school at competitive industry-starting salaries.

Our CTE Business Management, Administration and Finance program again works with SPC to develop and follow articulated college curriculum. The courses that are offered are accounting, web technologies, and business information management. These courses use curriculum that focuses on the software use for today's business markets. Students gain knowledge in accounting practices, business account management programs and practices, and general software applications used in the business industry. Career fields that utilize this type of degree field are real estate agents, banking and loan officers, and local oil field companies.

Our community and parents realize the special situation and opportunity that Sudan High School offers their children through our CTE programs. Many of our students, along with math and English dual credit programs, leave Sudan High with a year of college credit. We believe this trait helps set us apart from surrounding school districts in the region. This is another example of how Sudan High School offers big school opportunities in a small school environment.

5. Instructional Methods:

Differentiated instructional methods in educating today's student is vital to the success of a school. The method of teaching in front of a class with every student seated in a perfectly straight row has disappeared in triumphant schools today.
All students are exclusive, have unique needs, and learn in distinctive manners.

A major key to the success of this campus is the realization that different methods of instruction must be used daily. The needs of each student dictates the instructional method used. Some learners are kinesthetic while others are visual or oral learners. The veteran teachers have had to change, but this realization has paid dividends in terms of student achievement.

Many of the instructional methods involve kinesthetic practices where students can touch and manipulate objects. This is true in science labs when learning to calculate force and speed in physics by performing marble shooting experiments. This concept also holds true in a geometry classroom when learning mass and

volume while using weights and cylinders. The teachers realize that the more real-world examples they relate to the standards and materials the more "light bulbs" illuminate in students' minds.

Other methods involve using visually-displayed examples on white or smart boards. All teachers use document cameras and wireless devices along with projectors to portray lessons and interactive images. Students performing below grade level also respond well to these methods. Our teachers believe the use of more manipulatives enhances the portrayal of the concepts. Along with various methods of presentation coupled with old-fashioned hard work has proven to raise the academic achievement of our below grade level students.

Students and teachers must encompass the use of technology. Our students, especially the above-grade level students, thrive in a digital world. Through the use of web-based learning management systems, a virtual learning environment has been created where students can continue to learn and communicate outside the standard classroom. The virtual learning environment provides resources for inquiry and project based learning enabling each student to collaborate to solve real world problems. Our resources also provide additional links, so the student can continue to research a specific concept that meets their interest. This promotes independent learning as students can research beyond the assignment. This instructional tool is an important skill for our students to develop as they prepare for post high school education.

6. Professional Development:

Sudan High's professional development approach to improve upon our product is student-data driven. Our philosophy is that we can always improve upon our trade. If we slow down and become satisfied with our school, then we are taking a step backward and left behind. Through disaggregation of semester benchmarks by subject and end of year STAAR results, professional development training is talked about with staff and assigned by administration as to student needs. Our approach must evolve from year to year. Some of our professional development is in-house training provided by the professionals and school counselor we have on staff. Other training is done locally at our regional educational service center or in major cities within the state and sometimes the nation.

In June, we use an entire day as a staff and then group by subject area to disaggregate STAAR data by objective and student expectation to meet that objective. Each subject then collaborates to update our Campus Improvement Plan subject by subject based on the needs pointed out by data. Our professional development is scheduled based on the needs shown on the Campus Improvement Plan.

The summer is viewed as when true strides can be made for improvement of academic standards and school improvement. Many hours are spent finding the right trainers that can help transform the methods we use to teach our clients. The principal and counselor are constantly looking at personnel loads and individual ability strong points to adjust schedules and classes. The teachers understand this process and are always ready for change and professional development that may come along with that change.

Professional development cannot be viewed as a simple task that one must do and check off of the list. We take it serious and understand that our school's biggest strides can be made through professional development. The most important part in the entire process is collecting data to view the impact, or lack there of, of the changes made and the methods learned. Professional development is an unending opportunity to better our school.

7. School Leadership

Sudan High has a fairly old school leadership philosophy in which we allow teachers to teach and students to learn. Our basic structure is one superintendent, one high school principal, and one school counselor. The principal's role is lead supporter of the staff by leading, guiding, and directing but in a way that is not portrayed as a campus dictator. Our campus has been extremely successful with state exam scores, extra and co-curricular activities, and every other event or organization that we participated in for over a decade,

and the last thing the administrators want is to get in the way of that success. Instead, we try to lead and push in an ever-moving upward direction.

The counselor directs student transcript needs and class split decisions to provide the best learning opportunity and the least restrictive environment for each and every student. She sits down with every student on campus multiple times a year to make sure they are tracking correctly in a manner that fits their career goals. She is an integral part of our campus success.

The major goal of the principal is to lead the campus in such a direction that promotes student success while providing teacher support through discipline, supplies, and overall campus attitude. The principal fosters new ideas and concepts and then lets each teacher create their own plans on how to reach those directions and goals. This approach to leading the campus has worked in a very productive way for Sudan High in academics, extra-curricular, and state test scores.

The superintendent lends support to the principal and campus with new state information, newly adopted board policies, and a budget that we can use to purchase materials and supplies to lend support to the teachers and students. Our Superintendent lends our campus enough professional freedom to take care of our jobs and our clients.

Overall, Sudan High School has a family-oriented environment where staff trusts the leadership of the administration and works well together to achieve and work towards the same goals. The teachers provide invaluable input on course sequence and student curriculum cohesiveness, while at the same time striving to perform at optimum levels in the classroom as well as extra-curricular activities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: TAKS/STAAR
All Students Tested/Grade: 10
Edition/Publication Year: 2009
Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended/Satisfactory	97	81	83	95	77
% Commended/Advanced	15	19	13	14	18
Number of students tested	33	36	30	21	22
Percent of total students tested	100	97	94	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended/Satisfactory	95	80	93	89	75
% Commended/Advanced	20	0	7	11	25
Number of students tested	20	15	15	9	8
2. Students receiving Special Education					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended/Satisfactory	100	69	79	83	
% Commended/Advanced	24	6	0	17	
Number of students tested	17	16	19	6	
5. African- American Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					

% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard plus % Commended/Satisfactory	93	89	91	100	81
% Commended/Advanced	7	32	36	15	19
Number of students tested	15	19	11	13	16
10. Two or More Races identified Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The years of 08-09, 09-10, 10-11, and 11-12 were TAKS years while the years of 12-13 were STAAR years. Although the STAAR test is much more rigorous than the TAKS, you can see our percentage passing rose from 81% to 97%. Also, in the 08-09 testing year our Hispanic population did not have enough to report on that subgroup. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 10
Publisher: Pearson

Test: STAAR ALGEBRA II
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Met Standard plus % Satisfactory	100				
% Advanced	100				
Number of students tested	8				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
5. African- American Students					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
6. Asian Students					
% Met Standard plus %					

Satisfactory					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
9. White Students					
% Met Standard plus % Satisfactory	100				
% Advanced	100				
Number of students tested	5				
10. Two or More Races identified Students					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Satisfactory					
% Advanced					
Number of students tested					

NOTES: This was the first and last year for this STAAR test for Algebra II. There were also three Hispanic students to take the test but those advanced percentages were not reported on campus report because there were not at least 5 students in that subgroup. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 11
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended	100	100	95	100	93
% Commended	39	30	41	52	27
Number of students tested	36	30	22	21	33
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended	100	100	86	100	93
% Commended	13	28	43	57	21
Number of students tested	16	18	7	7	14
2. Students receiving Special Education					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended	100	100	100		93
% Commended	19	22	40		29
Number of students tested	16	18	5		14
5. African- American Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
6. Asian Students					
% Met Standard plus %					

Commended					
% Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
9. White Students					
% Met Standard plus % Commended	100	100	100	100	94
% Commended	55	45	50	63	29
Number of students tested	20	11	14	16	17
10. Two or More Races identified Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended					
% Commended					
Number of students tested					

NOTES: All five years of data were TAKS years. There were not enough Hispanic students tested in the year of 09-10 to report. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: Pearson

Test: TAKS/STAAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended/Satisfactory	97	88	84	78	69
% Commended/Advanced	21	25	25	28	12
Number of students tested	29	32	44	36	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended/Satisfactory	100	83	88	67	75
% Commended/Advanced	11	17	6	6	13
Number of students tested	19	18	16	18	16
2. Students receiving Special Education					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended/Satisfactory	95	83	83	56	69
% Commended/Advanced	11	17	17	6	6
Number of students tested	19	12	23	16	16
5. African- American Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					

Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard plus % Commended/Satisfactory	100	89	95	95	70
% Commended/Advanced	44	32	37	45	20
Number of students tested	9	19	19	20	10
10. Two or More Races identified Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The years of 08-09, 09-10, and 10-11 were TAKS years while the years of 11-12 and 12-13 were STAAR years. Although the STAAR test is much more rigorous than the TAKS, you can see our percentage passing rose from 84% to 100%. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 9
Publisher: Pearson

Test: TAKS/STAAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended/Satisfactory	100	100	94	74	86
% Commended/Advanced	36	35	33	15	23
Number of students tested	28	40	36	27	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended/Satisfactory	100	100	100	75	67
% Commended/Advanced	35	40	21	13	11
Number of students tested	17	25	14	16	9
2. Students receiving Special Education					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended/Satisfactory	100	100	87	69	71
% Commended/Advanced	36	33	20	6	14
Number of students tested	11	21	15	16	7
5. African- American Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					

Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard plus % Commended/Satisfactory	100	100	100	82	92
% Commended/Advanced	38	41	45	27	31
Number of students tested	16	17	20	11	13
10. Two or More Races identified Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The years of 08-09, 09-10, and 10-11 were TAKS years while the years of 11-12 and 12-13 were STAAR years. Although the STAAR test is much more rigorous than the TAKS, you can see our percentage passing rose from 94% to 100%. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Pearson

Test: TAKS/STAAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Met Standard plus % Commended/Satisfactory	84	95	94	95	95
% Commended/Advanced	6	13	16	29	10
Number of students tested	31	38	32	21	21
Percent of total students tested	97	100	97	92	96
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended/Satisfactory	89	94	93	89	100
% Commended/Advanced	6	12	13	11	13
Number of students tested	18	17	15	9	8
2. Students receiving Special Education					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended/Satisfactory	80	100	90	83	
% Commended/Advanced	20	12	10	17	
Number of students tested	15	17	20	6	
5. African- American Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					

Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard plus % Commended/Satisfactory	87	95	100	100	100
% Commended/Advanced	7	15	25	31	13
Number of students tested	15	20	12	13	15
10. Two or More Races identified Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The years of 08-09, 09-10, 10-11, and 11-12 were TAKS years while the years of 12-13 were STAAR years. The STAAR test is much more rigorous than the TAKS. Our school scores dropped from 95% to 84% passing the first year. Also, there were not enough Hispanic students to report in the subgroup. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Pearson

Test: TAKS
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Met Standard plus % Commended	97	97	95	100	100
% Commended	38	31	27	43	31
Number of students tested	37	32	22	21	32
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended	94	100	86	100	100
% Commended	18	40	14	43	31
Number of students tested	17	20	7	7	13
2. Students receiving Special Education					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended	94	100	100		100
% Commended	24	32	20		36
Number of students tested	17	19	5		14
5. African- American Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
6. Asian Students					
% Met Standard plus %					

Commended					
% Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
9. White Students					
% Met Standard plus % Commended	100	92	100	100	100
% Commended	50	33	36	50	24
Number of students tested	20	12	14	16	17
10. Two or More Races identified Students					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended					
% Commended					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended					
% Commended					
Number of students tested					

NOTES: All five years of data were TAKS years. There were not enough Hispanic students tested in the year of 09-10 to report. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: Pearson

Test: TAKS/STAAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES*					
% Met Standard plus % Commended/Satisfactory	90	81	93	100	96
% Commended/Advanced	21	22	40	67	38
Number of students tested	29	32	43	36	26
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended/Satisfactory	84	67	80	100	93
% Commended/Advanced	16	23	40	67	47
Number of students tested	19	18	15	18	15
2. Students receiving Special Education					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended/Satisfactory	84	67	95	100	93
% Commended/Advanced	16	25	32	56	40
Number of students tested	19	12	22	16	15
5. African- American Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					

Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard plus % Commended/Satisfactory	100	89	89	100	100
% Commended/Advanced	33	21	53	75	30
Number of students tested	9	19	19	20	10
10. Two or More Races identified Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The years of 08-09, 09-10, and 10-11 were TAKS years while the years of 11-12 and 12-13 were STAAR years. The STAAR test is much more rigorous than the TAKS. Our scores dropped from 93% to 81% passing in the first year. We then jumped up to 90% passing in the next year. For Special Education population there is no data reported because there are less than 5 students in the grade level.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 9
Publisher: Pearson

Test: TAKS/STAAR
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Met Standard plus % Commended/Satisfactory	80	67	89	96	95
% Commended/Advanced	10	3	32	22	36
Number of students tested	30	39	37	27	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Met Standard plus % Commended/Satisfactory	81	71	93	94	89
% Commended/Advanced	6	0	13	19	22
Number of students tested	16	24	15	16	9
2. Students receiving Special Education					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
3. English Language Learner Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Met Standard plus % Commended/Satisfactory	77	70	94	94	86
% Commended/Advanced	8	0	19	19	29
Number of students tested	13	20	16	16	7
5. African- American Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
6. Asian Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					

Number of students tested					
7. American Indian or Alaska Native Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
9. White Students					
% Met Standard plus % Commended/Satisfactory	81	65	90	100	100
% Commended/Advanced	6	6	45	27	38
Number of students tested	16	17	20	11	13
10. Two or More Races identified Students					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
11. Other 1: Other 1					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
12. Other 2: Other 2					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					
13. Other 3: Other 3					
% Met Standard plus % Commended/Satisfactory					
% Commended/Advanced					
Number of students tested					

NOTES: The years of 08-09, 09-10, and 10-11 were TAKS years while the years of 11-12 and 12-13 were STAAR years. The STAAR test is much more rigorous than the TAKS. Our scores dropped from 89% to 67% passing in the first year. We then jumped up to 80% passing in the next year. For Special Education population there is no data reported because there are less than 5 students in the grade level.