



Striving for Academic Excellence

A Profile of Seven Economically Disadvantaged School Districts

**Conducted by
McConnell Jones Lanier & Murphy, LLP
for the
Legislative Budget Board**

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**INDIVIDUAL SCHOOL
DISTRICT PROFILE**

HIDALGO

HIDALGO ISD

BACKGROUND

Hidalgo, Texas, a “border town” situated near the Mexico border, was originally settled around 1749. According to the 2000 census, it boasts a population of 7,322. The population is 97.7 percent Hispanic, 1.9 percent White, and 1.9 percent other. Located about 250 miles south of San Antonio, Hidalgo ISD (HISD) is one of 16 school districts in the county. HISD is served by Region 1 Educational Service Center (ESC).

Hidalgo ISD is a 3A school district composed of four elementary campuses, two junior high campuses, one high school campus, and one alternative education campus. Of the 3,327 students reported in the 2006–07 Academic Excellence Indicator System (AEIS) data, Hispanic students account for 99.7 percent of the school district’s population. In addition, as shown below in **Exhibit 33**, 90.2 percent of HISD’s total student enrollment was classified as

“economically disadvantaged,” while the average for Region 1 was 85.1 percent and the state average was 55.5 percent for 2006–07.

Also, as noted in **Exhibit 34**, 72 percent of HISD’s student population was considered “At Risk” of dropping out of school in 2006–07, compared to the region’s average of 67.6 percent and the state average of 48.3 percent.

During 2006–07, the students of HISD were served by 520.4 full-time-equivalent (FTE) total staff. The district’s 244.2 FTE teachers represented 46.9 percent of the total staff, less than the state average of 50.7 percent for that same period. As noted in **Exhibit 35**, the percentage of Hispanic teachers (83.2 percent) is approximately four times the state’s percentage (20.8 percent). HISD’s group of 244.2 FTE teachers averaged 9.9 years of experience. This number was 1.4 years fewer than the state average (11.3 years versus 9.9 years).

EXHIBIT 33
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS
HISD, REGION 1, AND STATE
2004–05 THROUGH 2006–07

ENTITY	STUDENT ENROLLMENT	RACIAL/ETHNIC PERCENTAGE			PERCENTAGE ECONOMICALLY DISADVANTAGED	
		AFRICAN AMERICAN	HISPANIC	WHITE		OTHER
2004–05						
Hidalgo	3,191	0.1%	99.5%	0.1%	0.4%	91.5%
Region 1	351,837	0.2%	96.5%	2.8%	0.4%	85.1%
State	4,383,871	14.2%	44.7%	37.7%	3.3%	54.6%
2005–06						
Hidalgo	3,231	0.0%	99.8%	0.0%	0.1%	90.6%
Region 1	362,407	0.2%	96.6%	2.7%	0.5%	85.5%
State	4,505,572	14.7%	45.3%	36.5%	3.4%	55.6%
2006–07						
Hidalgo	3,327	0.1%	99.7%	0.2%	0.0%	90.2%
Region 1	371,893	0.2%	96.8%	2.5%	0.5%	85.1%
State	4,576,933	14.4%	46.3%	35.7%	3.6%	55.5%

SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS), 2004–05 through 2006–07.

EXHIBIT 34
NUMBER AND PERCENTAGE OF AT-RISK STUDENTS
HISD, REGION 1, AND STATE
2006–07

ENTITY	TOTAL ENROLLMENT	NUMBER OF AT-RISK STUDENTS	PERCENTAGE OF AT-RISK STUDENTS
Hidalgo	3,327	2,394	72.0%
Region 1	371,893	251,315	67.6%
State	4,576,933	2,209,538	48.3%

SOURCE: Texas Education Agency, AEIS, 2006–07.

**EXHIBIT 35
HISD AND STATE STAFF
2006–07**

CATEGORY	DISTRICT TOTAL	PERCENTAGE OF TOTAL STAFF	STATE TOTAL	STATE PERCENTAGE OF TOTAL STAFF
Teachers	244.2	46.9%	311,466.3	50.7%
Professional Support	38.5	7.4%	50,333.9	8.2%
Campus Administration	14.0	2.7%	17,098.1	2.8%
Central Administration	5.0	1.0%	6,202.1	1.0%
Educational Aides	55.1	10.6%	61,344.6	10.0%
Auxiliary Staff	163.6	31.4%	167,469.2	27.3%
TOTAL	520.4	100.0%	613,914.2	100.0%
Total minority staff	499.4	96.0%	259,842.5	42.3%
Race/ethnicity of teachers:				
African American	1.0	0.4%	29,062.2	9.3%
Hispanic	203.2	83.2%	64,759.7	20.8%
White	16.0	6.6%	213,201.3	68.5%
Other	24.0	9.9%	4,443.1	1.5%
TOTAL*	244.2	100.0%	311,466.3	100.0%
Average years of experience	9.9		11.3	
Number of students per teacher	13.6		14.7	

*Totals may not equal 100 percent due to rounding.

SOURCE: Texas Education Agency, AEIS, 2006–07.

Exhibit 35 also shows that HISD has a lower number of students per teacher than the state. HISD reported 13.6 students per teacher and the state reported 14.7 students per teacher.

Additionally, approximately 46.2 percent of HISD's teaching force has five years or less as noted in **Exhibit 36**. This percentage is greater than the state average (37.2 percent) by nearly 10 percent. HISD teachers with 20+ years of experience (19.2 percent) closely approximate the region average (19.6 percent) and the state average (19.7 percent).

**EXHIBIT 36
PERCENTAGE OF TEACHERS BY YEARS OF EXPERIENCE
HISD, REGION 1, AND STATE
2006–07**

ENTITY	BEGINNING	1–5 YEARS	6–10 YEARS	11–20 YEARS	20+ YEARS
Hidalgo	11.8%	34.4%	15.8%	18.8%	19.2%
Region 1	6.8%	33.1%	17.8%	22.7%	19.6%
State	8.1%	29.1%	19.6%	23.6%	19.7%

SOURCE: Texas Education Agency, AEIS, 2006–07.

As noted in **Exhibit 37**, 86.7 percent of HISD's teachers have a bachelor's degree, which is a slightly higher percentage for teachers within the region (85.7 percent). HISD has fewer teachers with master's and doctorate degrees than the state average.

**EXHIBIT 37
DEGREE STATUS OF TEACHERS
HISD, REGION 1, AND STATE
2006–07**

ENTITY	PERCENTAGE OF TEACHERS WITH DEGREE				TOTAL*
	NO DEGREE	BACHELORS	MASTERS	DOCTORATE	
Hidalgo	0.4%	86.7%	12.9%	0.0%	100.0%
Region 1	1.2%	85.7%	12.9%	0.2%	100.0%
State	0.8%	77.6%	21.1%	0.5%	100.0%

*Totals may not equal 100 percent due to rounding.

SOURCE: Texas Education Agency, AEIS, 2006–07.

Exhibit 38 presents information on the percentage of student enrollment in various programs and the percentage of teachers assigned to the various areas. In 2006–07, HISD had its greatest percentage of program enrollment in its Bilingual/ESL program (54.7 percent). The region reported 36.8 percent of its students enrolled in Bilingual/ESL programs and the state reported 14.8 percent of its students in such programs. In Career and Technology programs, HISD noted 23.7 percent of its students were enrolled. This percentage was higher than the region's 21.8 percent and the state's 20.6 percent. Another program's data, Gifted and Talented, indicated 8.3 percent identified students for HISD. For this area, the region reported 8 percent and the state 7.5 percent of the students being served as Gifted and Talented. In addition, for 2006–07, HISD reported 5.2 percent of its

**EXHIBIT 38
PERCENTAGE OF STUDENT ENROLLMENT AND TEACHERS BY PROGRAM
HISD, REGION 1, AND STATE
2006–07**

ENTITY	BILINGUAL/ ESL	CAREER AND TECHNOLOGY	GIFTED AND TALENTED	SPECIAL EDUCATION	REGULAR EDUCATION
Hidalgo					
Students	54.7%	23.7%	8.3%	5.2%	*
Teachers	40.5%	3.4%	2.5%	6.3%	43.3%
Region 1					
Students	36.8%	21.8%	8.0%	9.3%	*
Teachers	23.6%	4.3%	4.4%	8.8%	56.2%
State					
Students	14.8%	20.6%	7.5%	10.6%	*
Teachers	7.6%	3.9%	2.0%	10.0%	70.6%

*AEIS does not provide number of students in regular education.
SOURCE: Texas Education Agency, AEIS, 2006–07.

students being served in special education, which is below the region and the state averages, which are 9.3 and 10.6 percent respectively.

Noteworthy for all years represented in **Exhibit 39**, HISD reported less than a two percent dropout rate. No grade 7–8 dropouts were shown for any reporting years. For grades 7–12, less than one percent was noted. For each year and for each grade level category, HISD consistently was less than the region and the state.

**EXHIBIT 39
ANNUAL AND LONGITUDINAL DROPOUT RATES
HISD, REGION 1, AND STATE
2003–04 THROUGH 2005–06**

ENTITY	2003–04	2004–05	2005–06
ANNUAL DROPOUT RATE GRADES 7–8			
Hidalgo	0.0%	0.0%	0.0%
Region 1	0.3%	0.3%	0.5%
State	0.2%	0.2%	0.4%
ANNUAL DROPOUT RATE GRADES 7–12			
Hidalgo	0.6%	0.1%	0.7%
Region 1	1.2%	1.2%	3.1%
State	0.9%	0.9%	2.6%
ANNUAL DROPOUT RATE GRADES 9–12			
Hidalgo	*	*	1.1%
Region 1	*	*	4.5%
State	*	*	3.7%
LONGITUDINAL DROPOUT RATE (GRADES 9–12)			
Hidalgo	1.8%	1.8%	1.1%
Region 1	5.3%	6.2%	4.5%
State	3.9%	4.3%	3.7%

* Information not available on AEIS.
SOURCE: Texas Education Agency AEIS, 2003–04 through 2005–06.

As shown in **Exhibit 40** for HISD’s class of 2004 through 2006, there has been a decline in percentage of students graduating. For the three years reviewed, the percentage of students who graduated declined from 91.5 percent to 78.2 percent. This percentage decline is consistent with the region which fell from 81.2 percent to 73.5 percent and the state which fell from 84.6 percent to 80.4 percent for the same time period. The decline in the percentage of students graduating has been most predominant in Hidalgo (13.3 percent) compared to the percentage decline for the region

**EXHIBIT 40
PERCENT OF STUDENTS GRADUATING, RECEIVING A GED,
CONTINUING HIGH SCHOOL, OR DROPPING OUT
HISD, REGION 1, AND STATE
CLASS OF 2004 THROUGH CLASS OF 2007**

GRADUATING CLASS	HISD	REGION 1	STATE
CLASS OF 2006			
Graduated	78.2%	73.5%	80.4%
Received GED	0.0%	1.3%	2.3%
Continued HS	16.6%	13.1%	8.6%
Dropped Out (4-year)	5.2%	12.1%	8.8%
CLASS OF 2005			
Graduated	90.6%	79.6%	84.0%
Received GED	0.0%	2.6%	3.8%
Continued HS	7.6%	11.5%	7.9%
Dropped Out	1.8%	6.2%	4.3%
CLASS OF 2004			
Graduated	91.5%	81.2%	84.6%
Received GED	0.0%	2.6%	4.2%
Continued HS	6.7%	10.9%	7.3%
Dropped Out	1.8%	5.3%	3.9%

SOURCE: Texas Education Agency, AEIS, 2004–05 through 2006–07.

(7.7 percent) and the percentage decline for state (4.2 percent).

HISD has small class sizes across the board. As noted in **Exhibit 41**, HISD had smaller average class sizes on the elementary level than the state or the region in grades 1, 3, 5, and 6. In grade 2, the district had fewer students (19 students) per class than the state (19.6 students) and was equal to the region (19 students). The only grade in which the district (21 students) exceeded both the state (20.2 students) and the region (19.8 students) was grade 4.

EXHIBIT 41
AVERAGE CLASS SIZE BY GRADE LEVEL
HISD, REGION 1, AND STATE
2006–07

GRADE	HIDALGO	REGION 1	STATE
ELEMENTARY			
Kindergarten	*	20.1	19.5
Grade 1	18.0	18.9	19.5
Grade 2	19.0	19.0	19.6
Grade 3	19.0	19.1	19.5
Grade 4	21.0	19.8	20.2
Grade 5	19.7	21.5	22.3
Grade 6	16.4	21.5	21.8
SECONDARY			
English Language Arts	17.5	21.1	20.0
Math	18.2	22.2	20.0
Science	17.5	22.3	21.0
Social Studies	18.8	23.0	22.0

*AEIS did not report the average class for Hidalgo ISD's Kindergarten.
SOURCE: Texas Education Agency, AEIS, 2006–07.

On the secondary level, HISD had smaller average class sizes in all reported academic areas than the region and the state. The greatest difference between the average number of students in HISD classes (17.5 students) and the region's class size (22.3 students) was in science. The greatest difference between the average number of students in HISD (18.8 students) classes and in the state (22 students) classrooms was in the social studies classes.

COMMENDABLE PROGRAMS AND PRACTICES

LEADERS OF LEARNING

HISD's organizational structure promotes positive academic performance outcomes. The core of the district's organizational structure is the school principal, which is called the school's "leader of learning." The main focus of all of the other positions within HISD from the superintendent to support staff is to support the principal or "leader of learning." Every

position within the district is given the leadership responsibility and autonomy to develop and implement innovative and proactive practices to create a positive and pleasant learning environment for all HISD students that ensures academic success and continuous improvement is achieved. **Exhibit 42** presents HISD's organizational structure.

Hidalgo ISD has established a solid organizational structure that focuses on providing school principals with all the necessary support. For example, during the 2005–06 school year, HISD hired Instructional Coaches to assist the district to move past academic performance plateaus in math and science. The instructional coaches have the latitude to recommend and implement curriculum/program changes that will likely move the district forward.

In HISD's Business Services area, financial management staff have the leadership responsibility of identifying available funds for academic initiatives within the school instructional areas once a need has been identified and justified. This allows school leadership to devote all of its attention to teaching and learning, rather than concerning themselves with budget constraints.

In the Operations area, maintenance staff acts in a leadership capacity to proactively control energy management items such as temperature control, so that schools have a pleasant learning environment at all times.

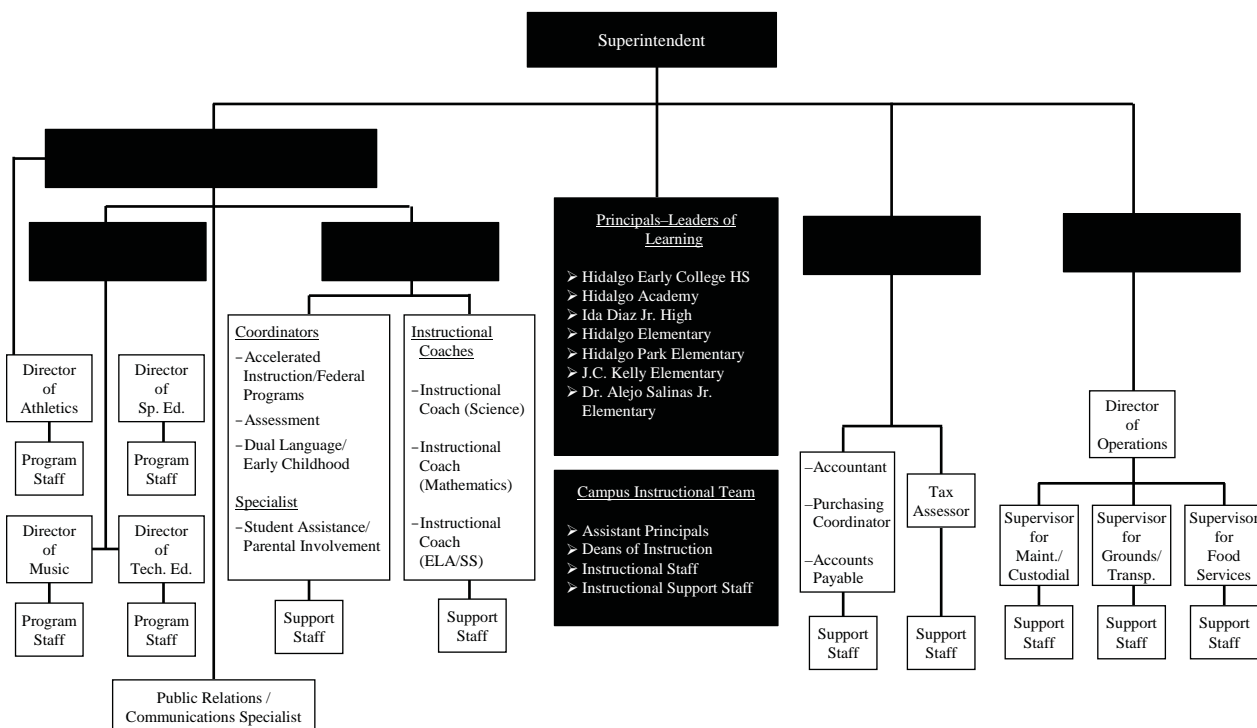
PRE-KINDERGARTEN PROGRAM

HISD has developed and implemented a successful full-day Pre-Kindergarten (Pre-K) Program. The program serves every child within its school district boundaries at no charge. Students are eligible to enter HISD's Pre-K program at three-years-old.

The district began its Pre-K program during the 1994–95 school year using funding from the Texas Education Agency. Initially, the agenda was half-day and only covered approximately half of the students in the district. HISD realized the need to expand its Pre-K program, so it expanded the curriculum, increased the length of operation to a full day and increased service coverage to all students in the district, even though state funding remained at original grant levels. Consequently, HISD met the need to invest in the program by identifying internal funding to implement the program at its current level.

HISD administration addresses the needs of Pre-K bilingual students as well. The district realized that a greater amount of time is necessary for these students, and have implemented a quality bilingual program that allows these students to acquire pre-reading skills in their first language, become

**EXHIBIT 42
HISD ORGANIZATIONAL STRUCTURE**



SOURCE: HISD Management.

proficient in the English language, and read on grade level in English and/or Spanish by third grade. This intensive early intervention also provides time to implement quality instruction for the development of mathematical concepts and social skills. HISD’s Pre-K program short- and long-term goals are as follows:

Short-term goals: To improve children’s intellectual, linguistic, and social performance at the beginning of formal schooling and to have children develop an understanding of concepts and make connections across the disciplines. Children will enter kindergarten and first grade with the language, cognitive, and social skills needed to succeed.

Long-term goals: To prevent failure and grade-level retention by having children achieve academic success in reading, language, and mathematics. A primary goal will be that students who participate in the program will be at grade level in reading and mathematics.

INSTRUCTIONAL SERVICE DELIVERY

HISD has developed a tailored curriculum to meet its students’ academic needs. The district follows the Texas Education Agency’s (TEA) Texas Essential Knowledge and Skills (TEKS) mandated curriculum guidelines that were created for every student from elementary through high

school. Through the use of HISD’s tailored curriculum, the district has achieved positive academic outcomes when compared to statewide and Region 1 averages. This is evidenced by HISD’s striving for and maintaining outstanding academic performance on the TAKS.

Exhibit 43 data indicate that Science is a relative strength for HISD. In 2004–05, 70 percent of the students in HISD met the Science TAKS standard, while the state reported 66 percent meeting the criteria. For the year 2006–07, HISD’s pass rate was somewhat lower in all test categories.

**EXHIBIT 43
HISD PASSING RATES ON TAKS BY SUBJECT AREA
2004–05 THROUGH 2006–07***

TAKS	2004–05		2005–06		2006–07	
	HISD	STATE	HISD	STATE	HISD	STATE
Reading/ELA	79%	83%	81%	87%	83%	88%
Math	70%	72%	70%	75%	71%	77%
Writing	85%	90%	87%	91%	89%	92%
Science	70%	66%	70%	70%	66%	71%
Social Studies	84%	88%	81%	87%	85%	89%
All Tests	59%	62%	63%	67%	63%	70%

*Sum of all grades excluding Grade 8 Science; Standard Accountability indicator.
SOURCE: Texas Education Agency, AEIS, 2004–05 through 2006–07.

The HISD students in grade 3 excel in math. The students exceeded the state in math in meeting TAKS standards 93 percent to 82 percent and in all tests 86 percent to 71 percent. Grade 4, as indicated in **Exhibit 44**, surpassed the state percentage in all recorded areas except reading; reading scores for HISD were 82 percent of students meeting the TAKS standard and 84 percent for the state. Other noted subject areas include: 94 percent of grade 4 HISD students meeting the math standard compared to 86 percent for the state. In fourth grade writing the district scored 97 percent and the state 91 percent and for all tests the district had 80 percent of its fourth graders meeting the standard while 75 percent of the students did so for the state. Grade 5 tied the state in math with 86 percent of the students meeting TAKS standards and in all tests with 69 percent of the students. This grade level showed HISD (88 percent) exceeding the state (78 percent) by 10 percentage points in science.

The percentage of students completing advanced or dual enrollment courses continues to increase. For all years indicated in **Exhibit 45**, the district surpassed the region and the state even though the district reported a dip in 2005. In addition, Hidalgo ISD exceeded the region and the state in

the percent of students who tested in advanced placement courses. For each of the reported years 2004 through 2006, HISD's percentage increased in this area as well. Examination of the data recorded for the percent of AP examinees with scores exceeding the criterion revealed an increase in the percentage of students in this category. For example, in 2004, 37 percent of the students had scores that exceeded the criterion and then in 2005, 39.4 percent achieved this distinction followed in 2006 by an even greater percentage, 43.9 percent.

The efforts of HISD in encouraging higher education are evident. From 2004–05 through 2006–07, as reflected in **Exhibit 46**, HISD witnessed an increase in the percentage of students taking SAT/ACT exams from 50.9 percent in 2004–05 to 73.5 percent in 2006–07. In addition, the percent of students meeting SAT/ACT criteria improved from 3.6 percent of the students in 2004–05 to 5.4 percent in 2005–06 to 9.9 percent in 2006–07. Likewise, the mean SAT score increased for the students in Hidalgo ISD over those same years going from 771 to 844 to 895, while the mean SAT scores for the students in the region fell from 895 to 888 to 886.

EXHIBIT 44
PERCENTAGE OF HISD AND STATE STUDENTS TESTED (IN ENGLISH)
MEETING TAKS STANDARD BY SUB-TEST AND GRADE
2006–07

GRADE	DISTRICT/ STATE	PERCENTAGE OF HISD AND STATE STUDENTS TESTED MEETING TAKS STANDARD						
		READING	MATH	WRITING	ENGLISH LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	ALL TESTS
Grade 3	HISD	88%*	93%					86%
	State	89%	82%					71%
Grade 4	HISD	82%	94%	97%				80%
	State	84%	86%	91%				75%
Grade 5	HISD	78%	86%			88%		69%
	State	83%	86%			78%		69%
Grade 6	HISD	77%	68%					63%
	State	92%	80%					78%
Grade 7	HISD	68%	70%	83%				60%
	State	85%	77%	93%				71%
Grade 8	HISD	86%	66%			62%	80%	51%
	State	89%	73%			71%	87%	61%
Grade 9	HISD	80%	49%					48%
	State	87%	61%					60%
Grade 10	HISD		57%		84%	52%	85%	47%
	State		65%		85%	59%	87%	51%
Grade 11	HISD		71%		84%	68%	91%	57%
	State		81%		91%	78%	94%	70%

* First administration only.

NOTE: Blank cells indicate that test not given at that grade level.

SOURCE: Texas Education Agency, AEIS, 2006–07.

EXHIBIT 45
HISD, REGION 1, AND STATE PERFORMANCE ON ADVANCED/DUAL ENROLLMENT COURSES AND
ADVANCED PLACEMENT CLASSES AND EXAMINATIONS
2004 THROUGH 2006

ENTITY	2004	2005	2006
PERCENTAGE COMPLETING ADVANCED COURSES/DUAL ENROLLMENT COURSES			
Hidalgo	31.9%	30.1%	36.2%
Region 1	21.0%	22.0%	23.8%
State	19.9%	20.5%	21.0%
PERCENTAGE TESTED ADVANCED PLACEMENT COURSES			
Hidalgo	36.7%	41.6%	46.8%
Region 1	18.6%	21.7%	22.1%
State	17.4%	18.4%	18.9%
PERCENTAGE OF AP EXAMINEES WITH SCORES EXCEEDING CRITERION			
Hidalgo	37.0%	39.4%	43.9%
Region 1	46.7%	41.7%	40.2%
State	53.9%	51.8%	51.3%
PERCENTAGE OF ALL AP SCORES EXCEEDING CRITERION			
Hidalgo	23.5%	24.0%	22.4%
Region 1	34.8%	30.9%	29.0%
State	49.3%	47.4%	47.2%

SOURCE: Texas Education Agency, AEIS, 2004–05 through 2006–07.

EXHIBIT 46
PERCENTAGE OF STUDENTS TAKING ACT/SAT EXAMS MEETING CRITERIA
2004–05 THROUGH 2006–07

ENTITY	PERCENTAGE OF STUDENTS TAKING SAT/ACT EXAMS	PERCENTAGE OF STUDENTS MEETING SAT/ACT CRITERIA	MEAN ACT SCORE	MEAN SAT SCORE
2004–05				
Hidalgo	50.9%	3.6%	16.7	771
Region 1	57.2%	9.1%	17.2	895
State	61.9%	27.0%	20.1	987
2005–06				
Hidalgo	71.8%	5.4%	16.2	844
Region 1	65.1%	8.9%	17.3	888
State	65.5%	27.4%	20.0	992
2006–07				
Hidalgo	73.5%	9.9%	16.5	895
Region 1	67.6%	8.7%	17.3	886
State	65.8%	27.1%	20.1	991

SOURCE: Texas Education Agency, AEIS Report, 2004–05 through 2006–07.

In **Exhibit 47**, HISD showed improvement in higher education readiness in English Language Arts. In 2004–05, 32 percent of the students met Texas Success Initiative Higher Education Readiness standards. This percentage increased to a high of 47 percent in 2006–07. The math percentages, however, were inconsistent. In 2004–05, 50 percent of the

students demonstrated readiness; in 2005–06, an even greater percentage (54 percent) met the standard, but a decline was noted in 2006–07 when 36 percent of the students demonstrated higher education readiness in math.

**EXHIBIT 47
HIGHER EDUCATION READINESS—TEXAS SUCCESS INITIATIVE
HISD, REGION 1, AND STATE
2004–05 THROUGH 2006–07**

ENTITY	ENGLISH LANGUAGE ARTS	MATH
2004–05		
Hidalgo	32.0%	50.0%
Region 1	30.0%	38.0%
State	39.0%	48.0%
2005–06		
Hidalgo	36.0%	54.0%
Region 1	33.0%	43.0%
State	40.0%	51.0%
2006–07		
Hidalgo	47.0%	36.0%
Region 1	44.0%	47.0%
State	53.0%	54.0%

SOURCE: Texas Education Agency, AEIS, 2004–05 through 2006–07.

DUAL LANGUAGE PROGRAM

As reflected in **Exhibit 48**, for the 2006–07 school year, HISD exceeds the percentage of students in need of bilingual services, in both Region 1 and the state. To meet the need, HISD also has a considerably higher percentage of bilingual teachers on staff. Located on the border of Mexico, HISD is committed to producing a high level of bi-literacy among all graduates. Currently, the program runs through the 6th grade. It follows the 50/50 model, where instruction is delivered in two languages to all students.

**EXHIBIT 48
HISD STUDENTS BILINGUAL EDUCATION ENROLLMENT
HISD, REGION 1, AND STATE
2006–07**

ENTITY	PERCENTAGE
Hidalgo	
Students	54.7%
Teachers	40.5%
Region 1	
Students	36.8%
Teachers	23.6%
State	
Students	14.8%
Teachers	7.6%

SOURCE: Texas Education Agency, AEIS, 2006–07.

The goal of HISD's program is for all students to be proficient in two languages, understand and appreciate other cultures, and have high self-esteem among all students, families and the community. Literacy development and reinforcement

mechanisms are in place to assist the linguistic and cognitive needs of all students.

Exhibit 49 describes HISD's instructional format for its Dual Language Programs.

COLLEGE READINESS

The hallmark of HISD's instructional programs is college readiness. Beginning at the elementary school level, HISD students begin working in an instructional environment that is geared towards going to college or being prepared for direct workforce entry.

Coupled with a rigorous curriculum at the elementary and middle school levels, all of HISD's elementary and middle schools are immersed in an environment designed to encourage students to begin considering their postsecondary goals and aspirations. For example, campus halls are flanked with college pendants and other college paraphernalia to get students familiar with and excited about attending college. Students are introduced to standardized testing and learn test taking techniques for college preparation.

To further promote college readiness, HISD applied for and was awarded two grants totaling \$800,000 in 2005 from the Bill and Melinda Gates Foundation to establish an Early College High School. The combined grant was awarded for a four-year period. Upon receipt of this grant, the district renamed its high school to the Hidalgo Early College High School. The campus was then renovated to have the look and feel of a modern college campus. Upon transitioning to this program, HISD became the first local education agency in the United States to offer the Early College High School program to all of its students.

Students in the Hidalgo Early College High School have the potential to accumulate up to 60 hours of college credit prior to graduation through a combination of dual and concurrent enrollment and advanced placement (AP) credit opportunities. Additionally, all students are required to take the ACT and Texas Higher Education Assessment (THEA) as part of graduation requirements. The district pays for these tests to be administered to the students free of charge.

In order for a student in Texas to be eligible to take a college-level course, he or she is first required to take and pass the THEA. This exam, established through the Texas Success Initiative, requires Texas students to exhibit proficiency in reading, math and writing skills before becoming eligible to take a college course in these post-secondary subject areas.

Recognizing the critical role that passing the THEA plays in order for a student to gain full access to college-credit bearing courses when they enter Hidalgo Early College High School, HISD begins preparing students for this exam in the 8th

**EXHIBIT 49
HISD DUAL LANGUAGE INSTRUCTIONAL FORMAT**

PRE-KINDERGARTEN & KINDERGARTEN	GRADES 1-5
<p>Spanish Instruction 50% English Instruction 50%</p> <ul style="list-style-type: none"> • Equal consistency in the use of each language. • Languages will be separated by subjects, themes, and Language of the Day. • Language of the Day (LOD) will be alternated on a daily basis. Art, PE, Computers, Breakfast/Lunch and non-instructional language will be conducted in the LOD. <p><i>Spanish Instruction:</i></p> <ul style="list-style-type: none"> - Spanish Language Arts for Limited English Proficient (LEP) students. - Spanish Science for ALL students. - Spanish Social Studies for ALL students. - Spanish as a Second Language (SSL) for Non-LEP or ALL. <p><i>English Instruction:</i></p> <ul style="list-style-type: none"> - English Language Arts for Non-LEP. - English Math for ALL students. - English as a Second Language (ESL) for LEP or ALL. <p>SOURCE: HISD Central Office.</p>	<p>Spanish Instruction 50% English Instruction 50%</p> <ul style="list-style-type: none"> • Equal consistency in the use of each language. • Languages will be separated by subjects, themes, and Language of the Day. • Language of the Day (LOD) will be alternated on a daily basis. Art, PE, Computers, Breakfast/Lunch and non-instructional language will be conducted in the LOD. <p><i>Spanish Instruction:</i></p> <ul style="list-style-type: none"> - Spanish Language Arts for ALL students. - Spanish Science for ALL students. - Spanish Social Studies for ALL students. - Spanish as a Second Language (SSL) for Non-LEP or ALL. <p><i>English Instruction:</i></p> <ul style="list-style-type: none"> - English Language Arts for ALL students. - English Math for ALL students. - English as a Second Language (ESL) for LEP or ALL.

grade. When a student in HISD takes the THEA, the district uses their score to track students into three different avenues depending on their performance in each content area. This tiered intervention is presented in **Exhibit 50**. There are three avenues: THEA Ready, THEA Partial, and Support. Subject areas which students do not pass are identified by the district. The student is then provided the necessary support and tutoring so that the student has a better opportunity to pass the sections of the exam they were deficient in at retest.

Tier I is for students who pass all three areas of the THEA and are already capable of college level coursework. In Tier II, students are able to pass one or more subject area of the THEA and are eligible to take college level coursework that

corresponds to the parts of the THEA passed. In Tier III, students are unable to pass all subject areas of the THEA and need further reinforcement before being ready for college level coursework.

Upon passing the THEA, Hidalgo Early College High School students are eligible to take college-level courses. These courses are offered through a partnership with both South Texas College and the University of Texas-Pan American. Due to Texas early college high school's exemption from statewide dual credit course grade level and course-per-semester limitations established by the Texas Higher Education Coordinating Board, the district is able to provide students access to college-level courses during their freshman year. As the students progress, they have the opportunity to

**EXHIBIT 50
HIDALGO EARLY COLLEGE HIGH SCHOOL COLLEGE READINESS
TEXAS HIGHER EDUCATION ASSESSMENT (THEA)
TIERS I, II, III**

TIER I	TIER II	TIER III
THEA Ready	THEA Partial	THEA PREPARATION
60+ HOURS	Eligible for	Support
FALL 2008	English	SUMMER 2008
English	Chemistry	THEA
Chemistry	History	
History	Math	
Math		

SOURCE: HISD Early College High School.

take almost a full course-load of college-level courses in their junior and senior years. Both tuition and books for these courses are provided to students free of charge. Transportation to South Texas College, Texas State Technical College in Harlingen, and the University of Texas – Pan American is also provided for those courses that are required to be taken at the higher education institution.

Exhibit 51 shows the variety of college credit opportunities available to HISD students and the number of students that enrolled in each course.

Hidalgo Early College High School is divided into two academies; The Academy of Human Services and the Academy of Science and Technology. This campus enrolled its second cohort in the fall of 2007. The first cohort, which is the graduating class of 2010, is currently enrolled in their first college courses. These students are eligible to earn 5 hours of college credit in the summer of 2008. The courses

offered are Communications and Computer Information Systems. In fall 2008, HISD's 10th grade students will be entering the second cohort and the Texas Higher Education Assessment (THEA) Academy. Beginning in the fall of 2008, Hidalgo Early College High School will enroll in a third cohort. This cohort will have the opportunity to earn a maximum of 16 college hours during their freshman year in high school.

Exhibit 52 illustrates the curriculum for the first cohort of students entering the program.

Exhibit 53 indicates the curriculum for incoming 10th grade students, the second cohort interested in earning college credit.

Exhibit 54 displays the curriculum for the third cohort of incoming 10th grade students interested in earning college credit.

EXHIBIT 51 HISD AP CLASSES AND COLLEGE COURSES AND ENROLLMENT

COURSE	COLLEGE COURSES		AP COURSES	
	ENROLLEES	COLLEGE	COURSE	ENROLLEES
Art Appreciation	26	South Texas College	AP Art Studio	***
Auto Tech I	11	South Texas College	AP Biology	9
Auto Tech II	8	South Texas College	AP Calculus AB	16
Aviation Maintenance Tech.	17	South Texas College	AP Computer Science	***
Certified Nursing Assistant	13	TSTC	AP English Language	72
College Algebra	26	South Texas College	AP English Literature	48
Economics 2301	16	South Texas College	AP Environmental Science	9
Electronics & Computer Maintenance	15	South Texas College	AP Government	51
Engineering Academy (Cohort I)	***	South Texas College	AP Macroeconomics	44
Engineering Academy (Cohort II)	***	South Texas College	AP Music Theory	5
English 1301	32	South Texas College	AP Spanish Language	123
English 1302	26	South Texas College	AP Spanish Literature	82
English 2321	23	South Texas College	AP Statistics	16
English 2341	22	South Texas College	AP US History	45
Government 2301	27	South Texas College	TOTAL	520
HVAC I	***	South Texas College		
HVAC II	6	South Texas College		
Kinesiology	217	University of Texas - Pan American		
Medical Terminology	12	South Texas College		
Metal Trades I	9	South Texas College		
Metal Trades II	7	South Texas College		
Music Appreciation	5	South Texas College		
Pre-Calculus	26	South Texas College		
TOTAL	555			

***Results masked to protect student confidentiality.

SOURCE: HISD Early College High School.

**EXHIBIT 52
PROPOSED CURRICULUM SEQUENCE
HIDALGO EARLY COLLEGE HIGH SCHOOL
COHORT 1**

SUMMER 2008	SCHOOL YEAR 2008-09	SUMMER 2009	SCHOOL YEAR 2009-10	SUMMER 2010
Summer I	11th Grade	Summer II	12th Grade	Summer III
	*ENG1301 (3) *ENG1302 (3)		ENG LIT (3)	Major Specific
	Algebra II/Pre-Cal/ Calculus		*MATH1340 (3) or Calculus I/Calculus II	Major Specific
CIS1301 (3)	Integrated Physics & Chemistry (IPC) CHEM1401 (4) CHEM1402 (4)		*BIOL1401 (4) BIOL1402 (4) or PHYS1401 (4) PHYS1402 (4)	Major Specific
	*HIST2313 (3) *HIST2314 (3)		*ECON2301 (3) *POLS2313 (3)	Major Specific
		*MUS1301 (3)		
Communications 1301 (3)		*PHIL1310 or 1320 (3) *CRIJ 1301 (3)	*POLS2314 (3)	
	Counseling/ Supplemental Instruction		Counseling/ Supplemental Instruction	Counseling/ Supplemental Instruction

*Indicates dual credit course.

SOURCE: HISD Early College High School.

**EXHIBIT 53
PROPOSED CURRICULUM SEQUENCE
HIDALGO EARLY COLLEGE HIGH SCHOOL
COHORT 2**

SCHOOL YEAR 2008-09	SUMMER 2009	SCHOOL YEAR 2009-10	SUMMER 2010	SCHOOL YEAR 2010-11	SUMMER 2011
10th Grade	Summer I	11th Grade	Summer II	12th Grade	Summer III
English II (Pre-AP)		*ENG1301 (3) *ENG1302 (3)		ENG LIT (3)	Major Specific
Geometry		Algebra II/Pre-Cal/ Calculus		*MATH1340 (3) or Calculus I/Calculus II	Major Specific
Chemistry *Health/Kin (1) *Comm./Speech (3)		Integrated Physics & Chemistry (IPC)		*BIOL1401 (4) BIOL1402 (4) or *CHEM/PHYS1401 (4) *CHEM//PHYS1402 (4)	Major Specific
World History (Pre-AP)		*HIST2313 (3) *HIST2314 (3)		*ECON2301 (3) *POLS2313 (3)	Major Specific
	BCIS/CIS (3)		*MUS1301 (3)		
			*PHIL1310 or 1320 (3)	*POLS2314 (3)	
		*CRIJ 1301 (3)			
Art I	UNIV1301 (3)	Counseling/ Supplemental Instruction		Counseling/ Supplemental Instruction	Counseling/ Supplemental Instruction

*Indicates dual credit course.

SOURCE: HISD Early College High School.

**EXHIBIT 54
PROPOSED CURRICULUM SEQUENCE
HIDALGO EARLY COLLEGE HIGH SCHOOL
COHORT 3**

SCHOOL YEAR 2008-09	SCHOOL YEAR 2009-10	SUMMER 2010	SCHOOL YEAR 2010-11	SUMMER 2011	SCHOOL YEAR 2011-12	SUMMER 2012
9th Grade		Summer I	11th Grade	Summer II	12th Grade	Summer III
English II (Pre-AP)			*ENG1301 (3) *ENG1302 (3)		ENG LIT (3)	Major Specific
	Geometry		Algebra II/Pre-Cal/Calculus		*MATH1340 (3) or Calculus I/Calculus II	Major Specific
Biology I *Health/Kin (1) *Comm./Speech (3)	Chemistry		Integrated Physics & Chemistry (IPC)		*BIOL1401 (4) BIOL1402 (4) or *CHEM/PHYS1401 (4) *CHEM/PHYS1402 (4)	Major Specific
World Geography	World History (Pre-AP)		*HIST2313 (3) *HIST2314 (3)		*ECON2301 (3) *POLS2313 (3)	Major Specific
Other Required:	BCIS/CIS (3)			*MUS1301 (3)		
AP Spanish Language				*PHIL1310 or 1320 (3) *CRIJ 1301 (3)	*POLS2314 (3)	
	Art I	UNIV1301 (3)	Counseling/ Supplemental Instruction		Counseling/ Supplemental Instruction	Counseling/ Supplemental Instruction

*Indicates dual credit course.

SOURCE: HISD Early College High School.

HISD has also established a comprehensive Career and Technology Education (CATE) program for those students who do not want to go on to college, but instead want to obtain technical occupational skills and enter the workforce directly after graduation. **Exhibit 55** illustrates possible pathways graduating students can travel after completing Hidalgo Early College High School.

**PERFORMANCE PAY INCENTIVE
FOR CAMPUS ACHIEVEMENT**

HISD has established a performance pay program that is based on whether campus standards for higher levels of student achievement and campus collaboration standards are met. **Exhibit 56** demonstrates the award model.

EDUCATIONAL GRANTS

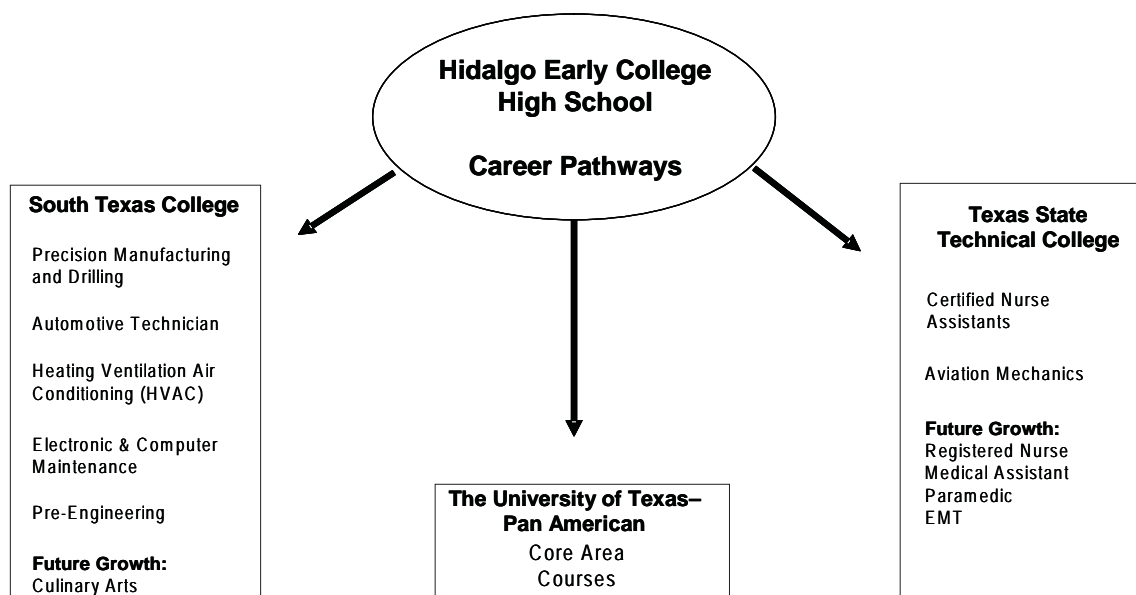
Each year, federal, state and local grants are awarded to school districts to assist K-12 schools to meet the special needs of students. HISD has received the following grants to assist with strengthening its educational progress as presented in **Exhibit 57**.

TECHNOLOGY

HISD uses a wide range of technology to ensure that all of the district's instructional and administrative technology needs are met. The district currently has approximately 1,204 IBM-compatible computers, of which 40 percent are multimedia capable, and 70 Macintosh computers. The district has a district-wide license for Fool Proof and Deep Freeze software for desktop security and Symantec Ghost deployment software. The district is currently deploying terminal services to extend the life and reduce operational cost of older computers. All schools have an e-mail, Domain Name System, Terminal, and Dynamic Host Configuration Protocol servers. Internet-based Texas Computer Cooperative Software (iTCCS) is used district-wide for student records, financial records, fixed assets, human resources, and PEIMS. Five other software programs used district-wide are AEIS-IT for assessing student achievement, TxGrade book for electronic grade reporting, Classroom Walk-Thru, Hayes for electronic textbook tracking, and Meal Tracker for child nutrition.

All libraries consist of 15 Pentium III or newer computers, two network printers, three data projectors, two digital

**EXHIBIT 55
HIDALGO EARLY COLLEGE HIGH SCHOOL
PATHWAYS TO FURTHER EDUCATION**



SOURCE: HISD Early College High School.

scanners, digital camcorder, five VCRs, five 27-inch TVs, two DVD players, Polycom FX video conferencing units, and three laptops available for students and teachers. All libraries use Follett’s Destiny library automation software to track their print and online collections and audiovisual equipment. As members of Region 1’s media co-op, the libraries have United Streaming, Gale, TLC, DK Learning, Facts on File, and Nettrekker. All HISD students and teachers have web-based access to the libraries in the district with web resources.

HISD has numerous on-line applications that are accessed throughout the district, such as Migrant tracking, Novanet and Odysseyware (course credit recovery), Gale, TLC, and DK Learning (library resource databases), United Streaming and Power Media (TEK-aligned video curriculum), Learning.com (technology integration), Agile Minds (online curriculum), Riverdeep’s Destiny, and SchoolSpan (online surveys, web authoring).

Local funding supports the required non-E-rate facilities, electrical, cooling, support staff, and maintenance. Local funds also are allocated to fund the district’s non-E-rate portion of E-rate projects.

The district’s four elementary schools each use Computer Curriculum Corporation (CCC) and Riverdeep’s Destiny elementary bundle software in a laboratory setting of 26

Pentium III based computers, a Pentium III based file server, and a network printer.

PARENTAL INVOLVEMENT

HISD has developed and implemented a highly successful parental and family involvement program. The district noted as one of its primary strengths—parental involvement and the campus parent center. These parent centers are located on all seven campuses within the district. These centers provide a variety of services to parents from strategies to support their children’s work to coordination of volunteer work. Classes are also offered which include parenting skills that review research-based discipline tips, cooking and nutrition, computer basics, library skills, and English as a second language.

As another example of the district’s commitment to partnering with parents, HISD in conjunction with South Texas College established the Parental Career Pathways Academy. This academy provides parents with limited English proficiency enrollment in a two-year English language acquisition course. After completing this course, parents may enroll in courses to obtain a GED and occupational skills training. Finally, courses are available which provide parents with the opportunity to attain post-secondary educational certificates. Funding for this program is provided by South Texas College and a 21st Century Community Learning Centers grant from the Texas Education Agency. As a model, HISD

**EXHIBIT 56
HISD INCENTIVE-BASED PERFORMANCE AWARD MODEL**

<p>Accreditation Status Exemplary = \$4,000.00 Recognized = \$2,000.00</p>	<p>Student Attendance HS >95% = \$1,000.00 MS >96% = \$1,000.00 EL >96% = \$1,000.00 Improvement = \$50.00 per +0.1</p>	<p>Dropout Rate Exemplary = \$1,000.00 Recognized = \$500.00 Improvement = \$100.00 per +0.1</p>
<p>TAKS Subject Area Status Exemplary = \$1,000.00 Recognized = \$500.00 Improvement: +5.0 = \$250.00 +10.0 = \$500.00 +15.0 = \$750.00 +20.0 = \$1,000.00</p>	<p>SDAA Met ARD* Exemplary = \$1,000.00 Recognized = \$500.00 Improvement: +5.0 = \$250.00 +10.0 = \$500.00 +15.0 = \$750.00 +20.0 = \$1,000.00</p>	<p>Completion Rate Exemplary = \$1,000.00 Recognized = \$500.00 Improvement: +5.0 = \$250.00 +10.0 = \$500.00 +15.0 = \$750.00 +20.0 = \$1,000.00</p>

GOLD PERFORMANCE ACKNOWLEDGMENTS: \$200 PER ACKNOWLEDGMENT

- Advanced Course Completion
- Advanced Placement/International
- Baccalaureate Examination Results
- Attendance Rate
- Recommended High School Program
- SAT/ACT Results
- TAAS/TASP Equivalency
- Commended Improvement: Reading/ELA
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Comparable Improvement: Reading/ELA
- Comparable Improvement: Math

** Maximum Award in any category (other than accreditation Status) is \$1,000.00.

NOTE: Performance levels and results are derived from the 2006–07 official Accountability/Accreditation Ratings as transmitted by the Texas Education Agency.

SOURCE: HISD Central Office.

**EXHIBIT 57
GRANTS RECEIVED BY HISD**

FEDERAL GRANTS AWARDED	STATE GRANTS AWARDED		
<p>Improving Literacy through Libraries (05–06) District</p>	<p>Texas Education Excellence Grant Hidalgo Park Elem (07–08) (08–09) Kelly Elem (05–06) Salinas Elem (05–06) (06–07) Hidalgo Elem (05–06) Hidalgo E. College (06–07)</p>	<p>Rural Utilities Service Distance Learning Ida Diaz & H. Park (06–07) Technology Integration Hidalgo Elem. (05–06)</p>	<p>21st Century Grant Ida Diaz Jr. High (02–03)</p>
<p>Energy Management & Crisis (07–08) District</p>	<p>Investment Capital Fund Grant Salinas Elem (02–03) (04–05) Kelly Elem (02–03) Hidalgo Elem (03–04) (08–09) Ida Diaz Jr. High (02–03)</p>	<p>Pre-kindergarten Grants Elementaries (1999–2008)</p>	<p>Target Grant Hidalgo Elem. (05–06)</p>
<p>Title VII Dual Language Grant (00–05) Hidalgo Elem. & Salinas</p>	<p>Intensive Summer School Program Ida Diaz Jr. High (08–09)</p>	<p>Carl Perkins Grant (CATE) Hidalgo Early CH (Annually)</p>	<p>Texas Fitness Now Grant Ida Diaz Jr. High (02–03)</p>
<p>E-Rate Technology Infrastructure (05–08) District</p>		<p>Texas Statewide Tobacco Education & Prevention District (07–08)</p>	
<p>Gear-Up (Region One ESC) (05–10) Ida Dias Jr. H & HECH</p>			
<p>Foundation Grants Awarded Bill & Melinda Gates (2)</p>			

SOURCE: HISD Business Services Department.

exemplifies that education is key to reducing poverty. The district works to communicate with parents in a variety of ways that family engagement is vital in keeping students in school and inspiring them to be fully prepared for post-secondary schooling.

HISD’s Parental Involvement Program uses multiple strategies to recruit parents into the programs through parent involvement facilitators, who are based at each campus throughout the district. The Parental Involvement Program teaches better parenting skills through its “Parent Involvement Network” curriculum. Examples of some skills that are given emphasis: the importance of maintaining culture, family

relationships, positive discipline, building parent self-esteem, study skills, goal setting, state and federal mandates, and how to handle inappropriate behavior. Every Wednesday throughout the year the district brings in speakers, such as community agencies, non-profit health agencies, and nutritionists to provide valuable insight and knowledge to help these individuals become better parents, citizens, and community leaders.

KEY FINDINGS AND KEY FACTORS

Hidalgo ISD has established itself as a district that consistently strives to achieve academic excellence. With the exception of the 2006–07 school year, over the last 10-year period, HISD has achieved either a *Recognized* or *Exemplary* district accountability rating as shown in **Exhibit 58**.

**EXHIBIT 58
HISD 10-YEAR HISTORY OF DISTRICT
ACCOUNTABILITY RATINGS**

SCHOOL YEAR	ACCOUNTABILITY RATING
2006–2007	Academically Acceptable
2005–2006	Recognized
2004–2005	Recognized
2003–2004	Recognized
2002–2003	Recognized
2001–2002	Recognized
2000–2001	Exemplary
1999–2000	Recognized
1998–1999	Recognized
1997–1998	Recognized

SOURCE: Texas Education Agency.

HISD has received the above-noted district accountability ratings largely because of their culture and core beliefs which are:

- Total Team Effort
- No Excuses Philosophy
- Beyond Exemplary: One Student at a Time

HISD’s organizational structure also promotes academic excellence. The district’s organizational structure is focused on the school principal, which is called the school’s “leader of learning.” All other positions in the district focus on the schools, students, and “teaching and learning.” Most HISD teachers volunteer to participate in extensive Saturday morning tutorials, which effectively results in a six-day work week. This commitment level is exemplary and is widely responsible for the district’s academic success. The main focus of all of the other positions within HISD from the

superintendent to support staff is to support the principal or “leader of learning.”

HISD has created a college-bound culture, from Pre-K enrollment to graduation. Beginning with its Pre-K program, which focuses on building early foundational skills in reading and math, all the way through the Hidalgo Early College High School, which prepares students for either college or direct workforce entry with technical occupational skills, HISD students will be well-prepared no matter which path they take. HISD’s high school campus was recently renovated to have the look and feel of a modern college campus, which even further promotes the college-bound culture.

Parental involvement and other community partnerships help to promote the district’s culture and core beliefs of: “Total Team Effort,” “No Excuses Philosophy,” and “Beyond Exemplary: One Student at a Time.”

All of the leadership, instructional delivery, and parental involvement initiatives implemented over the years have paid off. HISD has won numerous awards and recognitions on their journey to academic success. One of the most notable was achieved in November 2007 when the *U.S. News & World Report* collaborated with School Evaluation Services to provide parents with education data and analyzed academic and enrollment data to find the best public high schools across the country as shown in **Exhibit 59**. Criteria used to rank the schools were Poverty-Adjusted Performance, Disadvantaged Student Performance Gap, College Readiness Index, Minority Enrollment, and Disadvantaged Student Enrollment. Hidalgo ISD was ranked a gold medal recipient at number 11.

Hidalgo ISD’s other notable awards include:

- 2006–07: Hidalgo ISD earned the distinction as the #1 School District in Texas through the HEB Excellence in Education Award.
- 2005–06: The National Center for Educational Accountability recognized Hidalgo High School as one of the top three high schools in Texas for educational attainment by all students.
- 2004–05: The Texas Educational Excellence Project recognized Hidalgo High School for quality and equity in educating all students.
- 2003–04: The College board recognized Hidalgo High School as one of the top eight high schools in the nation for student success in AP coursework and percentage of students continuing to post-secondary education.
- The Texas Business and Education Coalition together with Just 4 The Kids honors schools that have attained three consecutive years of sustained whole-school

EXHIBIT 59
U.S. NEWS & WORLD REPORT
AMERICA'S BEST HIGH SCHOOLS (TOP 20 SHOWN)

RANK	SCHOOL NAME AND LOCATION	COLLEGE READINESS	QUALITY-ADJUSTED EXAMS PER TEST TAKER
1	Thomas Jefferson High School; Fairfax County; Alexandria, Virginia	100.0	6.5
2	Pacific Collegiate Charter; Santa Cruz County; Santa Cruz, California	100.0	4.9
3	International Baccalaureate Program; Polk County; Bartow, Florida	100.0	4.3
4	Oxford Academy; Orange County; Cypress, California	100.0	3.8
5	International School; King County; Bellevue, Washington	100.0	2.8
6	Pine View School for Gifted; Sarasota County; Osprey, Florida	99.3	4.7
7	High Technology High School; Monmouth County; Lincroft, New Jersey	98.8	2.9
8	Design & Architectural Senior High; Miami-Dade County; Miami, Florida	98.1	2.3
9	Stanton College Preparatory; Duval County; Jacksonville, Florida	96.2	4.4
10	Preuss School UCSD; San Diego County; La Jolla, California	95.8	2.3
11	Hidalgo High School; Hidalgo County; Hidalgo, Texas	95.3	1.3
12	Gretchen Whitney High; Los Angeles County; Cerritos, California	93.1	4.6
13	University High School; Pima County; Tucson, Arizona	91.8	4.0
14	School for the Talented & Gifted; Dallas County; Dallas, Texas	90.2	5.5
15	Stuyvesant High School; New York County; New York, New York	89.3	3.0
16	Basis Tucson; Pima County; Tucson, Arizona	88.5	3.2
17	International Community School; King County; Kirkland, Washington	88.2	3.2
18	School of Science & Engineering; Dallas County; Dallas, Texas	87.7	5.2
19	Boston Latin; Suffolk County; Boston, Massachusetts	87.3	3.0
20	Bronx High School of Science School; Bronx County; Bronx, New York	86.0	2.9

SOURCE: U.S. News & World Report, December 12, 2007.

academic excellence. The following Hidalgo ISD elementary schools have been recognized as an "Honor Roll" school:

- Hidalgo Elementary (2003–04)
- J.C. Kelly Elementary (2004–05)
- Dr. Alejo Salinas Jr. Elementary (2006–07)