

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Dr. Cheryl Wright

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

Official School Name Henry W. Longfellow Career Exploration Academy

(As it should appear in the official records)

School Mailing Address 5314 Boaz Street

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

City Dallas State TX Zip Code+4 (9 digits total) 75209-4202

County Dallas County State School Code Number\* 057905073

Telephone 972-749-5400 Fax 972-749-5401

Web site/URL http://www.dallasisd.org/cms/lib/TX01001475/Centricity/Shared//SchoolProfiles/SCHOOL\_PROFILE\_73.pdf E-mail cwright@dallasisd.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

Other Social Media

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Link http://www.dallasisd.org/longfellow

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. Mike Miles E-mail: MILESF@dallasisd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas Independent School District Tel. 972-925-3700

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. Eric Cowan  
(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**

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**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

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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):
- 149 Elementary schools (includes K-8)
  - 34 Middle/Junior high schools
  - 32 High schools
  - 0 K-12 schools
- 215 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
  - Small city or town in a rural area
  - Rural
3. 2 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	64	78	142
7	62	75	137
8	51	78	129
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	177	231	408

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 13 % Black or African American
  - 76 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 7 % 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: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	408
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 14 %  
58 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Spanish, Vietnamese, Amharic, Burmese, Filipino (Tagalog)
8. Students eligible for free/reduced-priced meals: 86 %  
 Total number students who qualify: 351

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.

N/A

9. Students receiving special education services:  $\frac{1}{3}$  %  
 $\frac{3}{3}$  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.

- |                         |   |
|-------------------------|---|
| 1 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 0 Other Health Impaired                 |
| 0 Deaf-Blindness        | 0 Specific Learning Disability          |
| 0 Emotional Disturbance | 0 Speech or Language Impairment         |
| 2 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 1 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	24
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 17:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2007

## **PART III – SUMMARY**

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Every day at Henry W. Longfellow Career Exploration Academy our students are welcomed by caring and knowledgeable faculty and staff. At Longfellow we are focused on increasing student achievement and helping students to begin their career exploration journey. Students understand that being accepted to Longfellow Academy means that much is expected of them and they step up to those high expectations.

Longfellow Academy is not a neighborhood school, but a standalone magnet school where students apply for admission. Each year fifth grade students from all across the school district apply for admission to our academy program. This is a onetime process, as students are admitted at the sixth grade and continue through eighth grade. The students are evaluated by one of four teacher teams on the following criteria: 1) samples of student work which show creativity, problem-solving abilities, and writing skills; 2) report cards from the previous year and 3) STAAR reading and math assessment scores at the proficient level or higher. We purposefully admit a diverse student population and we continually find ways to meet the needs of our diverse student population.

The Longfellow Academy mission statement is simple – “provide an environment that motivates students to excel both academically and socially in a climate of mutual respect.” Longfellow Academy is a unique magnet school in an urban setting and has a diverse student body made up of students from different backgrounds, ethnicities and socio-economic levels.

The diversity of our student population brings many challenges from students' personal or family lives. However, our student advisory program and counseling program connects them with a mentor teacher which provides guidance to students through their middle school years. These two programs help students with attendance issues, course selection, career exploration choices and nurturing the spirit of our students. These two programs essentially link our curriculum with our mission statement.

Walk down our corridors at any time and you not only will see our excellence in action, but you will hear it also. You will hear it in the passion of our language arts teachers teaching Edgar Allen Poe, our history teachers describing the journey of Lewis and Clark or the science department leading students through the scientific method to prove a hypothesis, or our math teachers leading expeditions to measure items which create hands on learning experiences.

Our curriculum supports not only advanced core subjects of language arts, mathematics, science and social studies, but we also offer our students another dimension of learning through career exploration classes, a business entrepreneurial class sponsored by the Network For Teaching Entrepreneurship, a STEM pre-engineering class sponsored by Project Lead the Way, a career portals investigation class and a synergistic lab. The synergistic lab allows students to develop critical skills needed in the work world. In the synergistic lab students complete modules on critical thinking, conflict resolution and goal setting as well as, completing project-based learning activities as part of the Career and Technology Pathway.

Additionally, throughout the school you will see beautiful visual arts produced by many students and hear other students participating in the band, theatre arts and choir. Each area of the fine arts rises to the occasion and accepts the challenge of supporting the competitive interest of students in the arts.

We continually provide experiences that enrich students' lives and make them well-rounded young people. For example, each year every student participates in a daylong tour of a university campus. Additionally, we offer students the opportunity to participate in over fifteen different clubs each week, including book clubs, mentoring, technology, science, soccer and wellness and fitness clubs. These experiences connect our academic curriculum and help our students to see a broader vision for themselves and build global dreams.

Longfellow Academy students participate locally in community service projects through our student government. Our student council spearheads two annual community service projects that enlarge the coffers of local food banks. This year we contributed in providing food for the North Texas Food Bank. These

community service projects provide our students with a feeling of goodwill for having helped those less fortunate.

Longfellow Academy also offers our student body the opportunity to earn high school credit while in middle school. Students participating in these courses earn high school credit by taking Spanish I, Algebra I and in the Career and Technology department Pre-Engineering and Nutrition and Wellness. These courses allow students to get a step ahead in high school and students are able to take other advanced courses during high school.

As a community we have celebrated many milestones of excellence, with our most recent milestone being recognized by the Texas Education Agency as a high achieving campus with two Distinctions for Reading and Mathematics. At Longfellow we have a tradition of excellence and we close out each school year with a school-wide and community celebration of our students' achievements. We boast a tradition of over eighty-five percent of our eighth grade class being accepted into career themed magnet schools within the district.

Each year we are especially proud to see our alumni come back to the school to tell teachers and administrators, "Thank you" for helping me reach my academic potential and finding my career path."

As is evident, our students at Henry W. Longfellow Career Exploration Academy exemplify our motto daily, "Think Globally, Act Locally and Go Boldly into the Future!"

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

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

1a. During the 2010-2011 school year, the State of Texas transitioned the student assessment program from the Texas Assessment of Skills and Knowledge (TAKS) to the more rigorous State Assessments of Academic Readiness (STAAR) assessment program which focuses on student success in subsequent grades and courses and ultimately evaluates college and career readiness.

The previous TAKS assessment used district and state criterion-referenced assessments as the primary determinant of student success and the basis for campus ratings. The statewide school accountability ratings included “Exemplary,” “Recognized,” “Academically Acceptable,” and “Academically Unacceptable.”

The TAKS test also provided performance ratings for individual students. Based upon their scale score a student’s performance was classified as “pass”, “fail” or “commended performance.”

Currently, all students in grades 6-8 are assessed with the STAAR in reading and language arts, mathematics, science and social studies. Students in grade 7 are also assessed in writing and advanced math students are assessed in Algebra I with an End-of-Course (EOC) exam.

The STAAR indicators for student satisfactory and advanced performance are defined by students individual scale scores on each of the STAAR assessments. For example, mathematics scale scores range from 876 to 2081. Individual student performance on the STAAR assessments is determined by two cut scores, identifying three performance categories.

Level III: Advanced

Level II: Satisfactory

Level I: Unsatisfactory

Campuses are rated as “Met Standard” for academic achievement at or above the district and state levels in three indices, which include, 1) Student Achievement, 2) Student Progress and 3) Closing the Performance Gap. Campuses with significant academic achievement in these indices may be awarded up to three distinctions for Mathematics, Reading and Student Growth. Additionally, campuses may be recognized in the top 25% of academic achievement for all schools in the state.

Longfellow Academy "Met Standard" and was awarded two distinction in Reading and Mathematics.

1b. The factors contributing to significant gains and losses over the five-year period in mathematics and reading can be attributed to a collectively focused effort. After identifying areas of success and areas of growth, CILT begins the process of identifying specific subgroups to target, focusing on instructional practices that worked and those that need adjustment based upon the findings.

Examining the scores, as students transitioned to the more rigorous STAAR assessment from the TAKS assessment, all student subgroups in reading/language arts and mathematics, have continued to be significantly above the district and states averages at both the Proficient and Advanced levels.

On the 2012-2013 STAAR, reading and language arts students scored at the highest two categories with 99% at Level II Proficient and 40% at Level III Advanced. The base points for all subgroup categories are consistently above the 90th percentile over the past five years. Student growth at the advanced level has been a deliberate focus based on the increased rigor of the STAAR assessment. With such impressive results, no gaps exist in the proficient level on the reading and language arts scores among any of the demographic groups tested.

Similarly, in mathematics on the 2012-2013 STAAR, all students scored at 98% Level II Proficient and 20% at Level III Advanced. Every subgroup boasts consistently scoring above the 90th percentile proficient level over the past five years. The basis of our students consistently scoring at the highest levels of proficiency

has been working with every student, in every grade, in every demographic group and by treating each student as an individual learner.

The data reveals additional trends in the demographics. Over the past five years the percentage of students receiving free and reduced lunch has increased. The data shows in 2008- 2009 there were 73% of the students identified as economically disadvantaged to an increase of 83% in 2012-2013. This represents a 10% increase in students receiving free and reduced lunch. Students in this subgroup have consistently scored 97% to 100% proficient over the five year period.

The demographics of the Longfellow Academy student body have changed significantly over the past five years. In 2008-2009, approximately 26% of the student body was identified as African American. However, by 2012-2013, the percentage of African American students has decreased to 14%. African American students have continued to score at 98% proficient and 33% and 10% advanced in reading/language arts and mathematics respectively.

The percentage of Hispanic students has increased over the past five years from 66% in 2008-2009 to 76% in 2012-2013. This represents a 10% increase in enrollment in this subgroup. The Hispanic student subgroup continues to perform at the 98% proficient level and 40% and 19% advanced level in reading/language arts and mathematics.

The percentage of the White students' subgroup has increased from 5% in 2008-2009 to 7% in 2012-2013. The White student subgroup has increased by 2% and consistently performs at the 100% proficient level and 48% and 27% advanced in reading/language arts and mathematics.

The percentage of students identified as Limited English Proficient has decreased over the past five years. This demographic subgroup decreased from 5% in 2008- 2009 to 4% in 2012-2013 and performs at 94% proficient and 14% and 17% advanced in reading/language arts and mathematics.

From 2008-2009 to 2012-2013, on both the TAKS and STAAR assessments, the passing rate of all students in reading/language arts and mathematics has been consistently 99% to 100% proficient. As is evident, the assessment results reflect our focused efforts on meeting the individual needs of all students regardless of the demographic status or changes.

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

2a. At the beginning of the school year administrators, campus instructional coaches, and the Campus Instructional Leadership Team reviewed the STAAR state assessment data to determine areas of instructional strengths and weaknesses. This analysis focused on implementing an assessment schedule that included interim assessments every three weeks and content assessments every six weeks.

Each six weeks we lead data analysis meetings to review data from the content assessments. These “data dives” allow teachers to see which questions student answered correct or incorrect on the assessment. Teachers are guided to look at the incorrect answers to analyze “why” students answered an incorrectly and how many other students selected the same incorrect answer. The disaggregation of this data provides information on whether the skill was initially taught with a high level of rigor or needs to be re-taught. Teachers profile their students' results and tier them into three groups for the six weeks. Based on this system of data analysis and tiering of students' teachers are able to provide targeted interventions and differentiated instruction based on students' needs and abilities.

Additionally, at the beginning of each six weeks each teacher develops a six weeks instructional calendar of specific learning objectives. During the weekly Professional Learning Community (PLC) meetings interim assessments are used to discuss student data, develop a mini action plan of next steps and student profiles are reviewed.

The parents of students that are struggling or had challenges on the content assessment are contacted and required to participate in Saturday School. Successful students receive recognition from their individual teachers which goes home to the parents. Many of these parents also bring their students to the Saturday sessions for enrichment support.

Our Saturday School has been a critical opportunity to work with students that are right on the cusp of success. The Saturday sessions have been positively supported by our school community and specifically by the parents.

2b, Parents and community members are informed about our student achievement in a variety of methods including the school web site, automated telephone calling system and individual teacher communications. The School Connect App is new technology designed to inform the larger community of the TEA report card review, announce dates for SBDM meetings, Saturday School, parent conferences and report card distribution. Student grades and attendance are available online through Parent Portal. Progress reports for students in danger of failing at the three week mark are sent home with the student. Report cards are sent home on a six weeks basis. Parent meetings are held to explain our school's Report Card, assess our campus needs and collect input on our Campus Action Plan. Finally, parent conferences are formally held once each semester and are scheduled more often if needed for individual students.

Using and communicating assessment data has made a difference in our students success and we continue to see improved results in our students' assessments at all levels.

### **3. Sharing Lessons Learned:**

What works at Longfellow Academy? This is a frequently asked question with multiple answers. We take every opportunity to share our successful strategies with other schools in the district, state and professional associations.

As a school district the approach to successful instruction is defined on five core beliefs. The core beliefs provide the collaborative forum at every school, district and community meeting to share strategies for success in our schools.

The district provides monthly opportunities to discuss successful instructional strategies both horizontally and vertically. The administrative team has shared strategies with other middle school across the district on 1) "Good First Instruction," 2) "Teacher Effectiveness," and 3) "The African American Student Initiative – Decreasing Discipline Issues Within Our Schools."

Each month the principal and members of the instructional team meet with four to twelve school leaders and instructional coaches to discuss strategies relating to a specific instructional topic. The topics are diverse and informative to all participants. The topics have included, 1) developing common and interim assessments, 2) decreasing student failure rates, 3) providing specific interventions for struggling students, 4) teaching with the lesson cycle, 5) increasing student engagement, 6) developing an effective school climate, and 7) providing instructional feedback to teachers. It is within this community of school leaders where the instructional team participates directly in the exchange of instructional strategies and ideas.

Teachers and the administrative team annually participate in the National Magnet School Association Conference. This conference provides a national platform to share with other magnet school administrators and teachers from across the country. This conference is an invaluable opportunity for administrators, teachers and parents to share successful strategies from our school and receive new and innovative ideas to bring back to Longfellow Academy.

Finally, in sharing our successful strategies there are often economic and geographical constraints the administrative team and teachers face. One creative solution has been through collaboration with the Dallas Institute for the Humanities and Culture. Since 1980, the Dallas Institute has conducted public programs aimed at discovering what the humanities have to offer to the cultural life of the city. Teachers and

administrators regularly participate in group studies with the larger city community to discuss successful strategies and challenges with like-minded community members. The group studies provide a fresh perspective on how to continually meet the needs of a diverse student community through genuine conversation.

#### **4. Engaging Families and Community:**

Along with the school's commitment to ensuring a quality education, family and community members are vital to Longfellow's success. At Longfellow our goal is to engage parents and the larger community in activities that increase our students' success and improve our approach to meeting the needs of a diverse student population. Unlike most urban campuses, Longfellow parents are actively involved.

At the beginning of each year parents are invited to "Meet the Teacher Night." This event sets the tone for parents and students throughout the year. Teachers discuss academic expectations for student success with parents. The principal discusses school expectations with parents and students, including how to use Parent Portal to review students' grades and attendance, how to volunteer at the school and recruit parents for the Speakers Bureau on Career Day.

Career Day at Longfellow is our signature event for engaging parents and the larger community. Each year over seventy-five parents and community members talk to small groups of students and describe their profession, explain the academic requirements needed to become successful in that profession and answer students questions about their area of expertise. Students dress in professional business attire and at the end of the day students reflect on what they have taken away from their interactions with the varied professionals.

Parents are invited to "Coffee with the Principal." This event provides parents with information on how to assist their student with academic success, how to prepare students for the STAAR test, how to apply to magnet high schools within the district and guiding students into Advanced Placement and Dual Credit courses in high school. Speakers are invited to provide parents with additional information on how to focus a student's high school classes and apply for college and how to apply for financial aid once in college.

Each year parents and students receive information on the Bobby Bragan Youth Foundation Scholarship. The Bobby Bragan scholarship motivates youth to become better scholars, citizens and athletes and to serve as leaders and role models for their peers. This year a Longfellow student was awarded a \$2500 scholarship that will be awarded at the completion of high school towards their college tuition.

Even though Longfellow is not a neighborhood school parents and community members are actively involved in the success of our students. Our parents and community members are the cornerstone of our success.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

At Longfellow Academy the Campus Action Plan for 2013–2014 focuses on the implementation of the Texas Essential Knowledge and Skills (TEKS), which were adopted by Texas and frame our curricular work across grades and content areas.

All Longfellow Academy students are expected to take Pre-AP courses in the core academic areas. The expectation of success in the classroom equips our students to tackle the next level of education - college and the work place.

In the Reading Language Arts curriculum students are challenged daily with purposeful instruction offering a variety of courses that challenge students to meet their potential by understanding the relationship between reading and writing. Through course offerings including Reading and Pre-AP English Language Art (ELAR), students draw connections between literature, poetry, expository and information text to see the relationship and importance of reading to the writing process.

The mathematics teachers follow the state-aligned math curriculum to ensure all students receive a quality math education. The math course of study includes Pre-AP and Algebra I courses. The purpose of the math curriculum is to empower students by solving real-world problems, performing cognitively demanding mathematical tasks and participate in activities that provide students with opportunities to evaluate, analyze, and justify their own solutions. The curriculum builds upon the empowerment theme by demonstrating many different solution paths can lead to the same result. Teachers have a rich variety of tools to use – from manipulatives to TI-Nspire calculators. Common assessments and semester exams are used to track student progress and make instructional adjustments.

The science department exceeds the state standards and focuses on real world problems that are developed as project-based learning activities. The science labs are utilized to provide the hands-on opportunities for student to test hypothesis, follow the scientific method of solving real world issues, throughout our school and community. This hands-on approach has allowed students to be recognized both at the regional and state levels with relevant science projects.

The social studies teachers use the state-aligned curriculum to connect the past with the present. Student learn the social studies curriculum in grade 6 through World History, grade 7 Texas history and in grade 8 United States history. All social studies curriculum is taught through the lens of the political, economic, geographical or social implications of an issue or change. These lessons and discussions challenge students to make connection to current or future issues in each of the specific social studies content.

The physical education department leads the path for healthy and active living at our school and into our students' lives. The physical education curriculum is tied to the district initiative in the Coordinated Approach To Child Health (CATCH) program and helps students learn to exercise and make healthy food choices. Our focus on healthy and active living at Longfellow has awarded our campus recognition through the U. S. Healthy School Program as a Bronze Star campus.

The Spanish department implements the state curriculum that focuses on fluency in reading, writing, speaking and listening at all levels. Additionally, students develop an understanding and appreciation of cultural diversity and gender equity concepts that are imbedded in the Spanish curriculum.

Our award-winning fine arts department includes visual arts classes, beginner and advanced band, choir and theater arts. These teachers consistently extend the state curriculum to create opportunities for students to showcase their efforts and excel in the arts as a career pathway. Each department rises to the occasion and accepts the challenge of supporting the competitive interest of students in the arts.

The advanced computer students create multi-media projects for district and state competitions. This curriculum allows students to follow a career pathway were they are able to learn programming, web publishing products and graphic design.

Longfellow Academy magnet curriculum is the Career and Technology Education (CATE) department which provides an enriched educational program for students in grades sixth through eighth to explore careers in business entrepreneurship, STEM pre-engineering, synergistic lab, nutrition and wellness, and our signature class – “Career Explorations”. The career explorations classes focus students on exploring careers in 16 different career pathways. The courses offered at Longfellow Academy allow students to explore the many opportunities in the world of work both globally and locally.

## **2. Reading/English:**

The literacy program at Longfellow is based on the TEKS curriculum and supports the belief that reading, language arts, and writing are inseparable. In Reading/Language Arts (ELAR) classrooms students are exposed to a variety of texts. Teachers methodically plan genre units and author studies. In doing so, emphasis is placed on analyzing texts for structure, features, and the author’s use of literary devices. Thus, students are taught to read critically from a writer’s perspective. After reading and discussing literature, students respond in writing to open ended questions. Graphic and semantic organizers are used to improve comprehension. Teachers explicitly teach metacognitive strategies and use Socratic questioning stems to help students gain a deeper understanding of texts.

Quiet cannot be used as a descriptor when referencing an ELAR classroom at Longfellow. Although teacher led instruction occurs, it is limited. During this time, students are kept actively engaged with the use of multiple response strategies and technology. Laptops are available for student use and are incorporated into media literacy lessons.

Teachers move from instructor to facilitators of learning. With this in mind, time is set aside for student collaboration. In cooperative groups, readers discuss and reflect on what they’ve read similar to a book club. Teachers circulate the classroom and provide assistance as needed.

To meet the needs of all students in ELAR, instruction is differentiated. Students are tiered into three groups each six weeks according to the results of the content assessments. Tier 3 students performing below expectations are supported by 1) working in small groups during class to master specific learning objectives, and 2) participate in a weekly extended tutoring block. Tier 2 students are 1) assigned to before school tutoring three days a week and 2) assigned to work with a peer tutor during the writing portion of the ELAR class. The Tier 1 students performing above expectations are supported by 1) working on the same learning objective, but completing the task with more depth and complexity and creating a different writing product, and 2) assigned as peer tutors during the writing portion of the ELAR class and 3) students who are excelling attend enrichment classes once a week to extend their skills in writing.

Finally, all ELAR teachers maintain an in class library with books that address various reading levels and interest. Teachers use these novels to assign tiered activities to individual students.

## **3. Mathematics:**

The Mathematics Department follows the state-aligned math curriculum to ensure all students receive a quality math education. The math course of study includes regular, Pre-AP and Algebra I courses. The mathematics teachers emphasize math fluency, deep understanding and application. The math curriculum is vertically aligned to link work at the sixth and seventh grades and prepare student for Algebra I.

The math curriculum emphasizes mastery of math facts, multi-step problem solving, and math fluency. Math teachers specifically emphasize with students and parents readiness for progression to Algebra I. More than half of our eighth graders are ready for high school Algebra I by the time they reach eighth grade. These

students consistently perform well above the state average on the high school End-of-Course (EOC) exam in Algebra I and receive high school credit for Algebra I.

Our math results on the STAAR state assessments demonstrate that our efforts in the area of math have led to a high degree of student success. This results from a thoughtful progress of skills and content, at each grade level. Additionally, the math program at Longfellow is designed to meet individual student's needs, with a focus on addressing those students who might be below grade level standard and those that are above.

We offer layered support for students based on the results of each six weeks content exams. Each teacher tiers students into three groups. Those students below grade level expectations in math follow an RtI model of support and receive an extended block of reinforcement. Tier 2 students are assigned to before school tutoring three days a week and are assigned a "peer partner" to work with during class. An increasing number of students enter Longfellow well advanced in mathematics. The Tier 1 students receive an extended block of enrichment to further build on their math skills and fluency and serve as "peer partners" in the classroom.

Finally, all students participate in six weeks math projects that reinforce specific concepts learned over the six weeks. The six weeks projects facilitate students learning math from a thoughtful progression of skills and content.

As is evident, our math curriculum is designed to address the varying needs of our students. This will continue to be an emphasis as we focus on preparing students to complete Algebra I by the end of eighth grade.

#### **4. Additional Curriculum Area:**

The Science Department at Longfellow Academy is committed to ensuring all students master the state curriculum standards. Teachers utilize a variety of instructional strategies, standards-based assessments, and technology to engage students and differentiate instruction. Teachers use multiple measures of assessment to evaluate student progress. For several years now Longfellow science teachers have used standards-aligned textbooks that ensure students are well informed in the areas of earth, life, and physical science.

The challenging curriculum has proven successful as evidenced by STAAR state assessment scores. In 2013, 99% all of the students in grades six through eight were considered proficient or advanced in science. Additionally, this school year one student won second place in the regional science project competition in microbiology with his project "Yeast Feast".

The "hands on" approach used by science teachers motivates all students to be actively involved in learning important concepts and deriving meaning through a constructivist approach. The activity-based lessons encourage students to use the scientific processes of observing, comparing, organizing, and applying information. Students use journals to record steps of experiments, prepare charts, diagrams, graphs, and report their findings. This type of investigation gives students the opportunity to apply the scientific method. Students explore concepts by reading non-fiction text, extracting important information, following directions during experiments, organizing information and writing clear conclusions of their findings. In addition, mathematics skills are incorporate into most science lessons.

In sixth grade, students learn about the role of gravity and space exploration. Students can be seen discovering the effect of gravity by calculating their weight on the moon and other planets based on the planet's atmosphere and recording their results.

Seventh graders delve into physical and chemical properties of matter and how they undergo physical and chemical changes. Students can be observed combining compounds and evaluating the elements produced and discussing the relationship between matter and energy.

In eighth grade students investigate organisms and environments. Students explore the interdependence between living systems and the interactions between organisms in ecosystems. Students can be observed in the science lab formulating hypothesis, analyzing data to formulate reasonable explanations and communicating and recording conclusions.

Science teachers support challenged students by providing additional weekly instruction in an extended learning block and with before school tutoring. Advanced science students and science enthusiasts are provided enrichment opportunities in the science and technology club or the robotics club.

## **5. Instructional Methods:**

Longfellow Academy teachers have a diversity of backgrounds and experiences. This diversity contributes to a sharing of professional knowledge and best practices from numerous perspectives. The diversity of our teachers focuses each one of us on meeting the diverse needs of all students.

Each teacher is provided a collaborative planning period to exchange with other teachers or meet individually with students and parents. During the weekly PLC meetings, teachers discuss utilizing research-based strategies that continually improve student learning. Throughout the planning cycle, teachers continually reflect upon the delivery of instruction and tailor their methods to meet the diverse learning needs of the students.

At Longfellow Academy high quality teaching begins with effective planning. Teachers are committed to effectively planning high quality lessons that are built around the development of numerous instructional planning tools. These planning tools include, curriculum calendars, instructional agendas, teaching in the lesson cycle, effectively using guided practice time, developing power point presentations, facilitating independent student research, and time to provide feedback to students. Planning for high quality instruction is a critical cornerstone of our students' success.

The teaching strategies incorporated into the daily instruction at Longfellow are vast in both depth and complexity. Teachers access a repertoire of instructional strategies to continually engage students. These strategies include, scaffolding learning concepts, Socratic questioning, developing academic vocabulary, cooperative learning groups, incorporating web based technology, using multiple responses to check for understanding, facilitating and coaching, and peer and teacher tutoring.

Teachers also implement strategies to differentiate their instruction which include varied pacing, multiple instructional materials, varying student products, using multiple instructional processes and using multiple types of assessments. As is evident, teachers consistently prioritize instructional objectives and plan for student learning. Teachers communicate their enthusiasm and dedication to learning which is reflected in our students' academic success

At Longfellow Academy high quality instruction is the central purpose of student learning and academic achievement. Teachers and administrators are continuously seeking out the most current and effective instructional strategies for teachers to add to their repertoire to allow students to learn in ways best suited to their needs.

By providing students with high quality instructional strategies students become active participants in their own learning and are able to construct meaning from the various curricula.

## **6. Professional Development:**

Professional development at Longfellow Academy can best be described as ongoing and embedded. We have developed a targeted professional development program that is differentiated to meet the individual needs of teachers throughout the year. The goal of our professional development program is to improve student achievement, provide content skills and pedagogy, engage and support student learning, establish an

environment conducive to learning, use assessment results to guide instruction and most importantly, increase student achievement.

As the year begins, all new teachers participate in the New Teacher Academy (NTA) with a mentor teacher. This ensures a smooth transition into our rigorous program while building a cohesive staff. During the NTA teachers learn how to unbundle the state-aligned curriculum into clear and concise daily lesson objectives, how to develop lesson plans using the lesson cycle format, how to develop and use a curriculum calendar and how to use the SMART board technology in their classrooms.

The administrative team observes several classrooms daily. Professional development is provided individually to teachers based on the classroom observations. Teachers meet with a member of the administrative team for face-to-face feedback. During the conferences teachers receive professional “praise” and “polish” on the instructional delivery observed. This provides teachers with immediate feedback and the opportunity to make needed adjustments to instruction quickly.

Using the “spot observations” the administrative team develops a weekly instructional trends report. The trends report is used to determine the type of weekly professional development needs for specific teachers. These PD trainings are conducted during the weekly PLC meetings for specific content teachers and have included, developing anchor charts, using academic vocabulary, improving student engagement and improving questioning strategies.

Each six weeks teachers participate in professional development to disaggregate the common assessment data. During these meetings, teachers and the administrative team review and discuss the data in what we call a “data dive.” Based on this deep disaggregation of data teachers are able to make adjustments to instruction and reteach or spiral low lesson objectives and identify interventions or enrichments for students.

Longfellow teachers have participated in professional development at the national, state and local levels. All content teachers attended the National Math and Science (and ELA) Initiative which is a premier program for training teachers to continually challenge high achieving students.

## **7. School Leadership**

Longfellow Academy is a community of leaders and emphasizes shared responsibility in the success of the school. Through shared leadership we have developed a framework that supports meeting challenges, taking risk and finding solutions that continue to improve student achievement.

The campus administrative team is composed of the principal, assistant principal, math instructional coach, and reading language arts instruction coach. The principal facilitates the daily operations of the school and is the key instructional leader that keeps all stakeholders focused on improving teaching and learning. The other members of the team bring diverse characteristics to the leadership team in terms of the impact they have on driving instruction and mentoring teachers.

Parents are encouraged to provide leadership through the SBDM committee and as campus volunteers. Student leaders develop community service projects, provide peer tutoring for struggling students and conference with school leadership on student issues.

Campus leadership is divided among teachers to focus on implementing the key actions of the Campus Action Plan (CAP). Based on the CAP three teacher leadership teams have been established to focus the efforts of all stakeholders, as well as monitoring progress towards the goals outlined in those plans.

The curriculum alignment team consist of all campus department chairpersons and serves in the same capacity as a Campus Instruction Leadership Team. The teacher leaders on this team are critical in assessing curriculum alignment with state standards across grade levels and content areas.

The data analysis team is composed of teachers that both interpret data and communicate the findings to their content teams. The data team is instrumental in identifying trends and patterns in the data. The data issues are brought forward to the entire faculty to develop solutions that will provide school-wide improvements.

The teacher leaders on the school climate action team focus on reinforcing the core beliefs with meaningful activities, promote the development of a positive school climate, and hold monthly meetings to enhance the understanding of the campus priorities. Also, this team consistently energizes the faculty and staff's morale and they address concerns which may impede the academic success of the campus.

All of these leadership groups work in concert to provide a well-articulated vision and academic program for our students. All of our campus leaders maintain Longfellow's vision - "providing an environment that motivates students to excel both academically and socially in a climate of mutual respect."

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** State Academic Assessment Readiness (STAAR)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory + Advanced	98	99	97	100	98
Advanced	30	31	70	61	54
Number of students tested	148	114	143	137	122
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory + Advanced	98	100	98	100	97
Advanced	29	30	72	64	58
Number of students tested	122	94	123	109	102
<b>2. Students receiving Special Education</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested	1	0	2	1	2
<b>3. English Language Learner Students</b>					
Satisfactory + Advanced	92	100	88		89
Advanced	25	34	50		22
Number of students tested	24	32	8	5	9
<b>4. Hispanic or Latino Students</b>					
Satisfactory + Advanced	98	100	98	100	97
Advanced	29	32	76	62	50
Number of students tested	119	81	110	90	90
<b>5. African- American Students</b>					
Satisfactory + Advanced	100	93	100	100	100
Advanced	20	13	41	56	62
Number of students tested	15	15	27	34	26
<b>6. Asian Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Satisfactory + Advanced	100	100		100	
Advanced	46	31		78	
Number of students tested	13	13	3	9	4
<b>10. Two or More Races identified Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					

**NOTES:** The notes below provide details of the State of Texas transition from the Texas Assessment of Knowledge and Skills (TAKS) student assessment program to the State of Texas Assessment of Academic Readiness (STAAR) student assessment program.

- In 2011-2012 the State of Texas transitioned the state-wide assessment program from the Texas Assessment of Knowledge and Skills (TAKS) to the more rigorous State of Texas Assessment of Academic Readiness (STAAR).
- The school years, 2011-2012 and 2012-2013 represent STAAR Phase-In 1 scores.
- In 2011-2012 the assessment program was piloted and no ratings were assigned to schools state-wide.
- In 2012-2013, baseline scores were established for Phase 1 STAAR assessment and assessment ratings were assigned to schools and students.
- The STAAR assessment has a three tier phase-in for the “Met Standard” rating. The phase-in concept means over the next two years (2014-2015 and 2015-2016) cut scores will increase for the “Met Standard” performance in each content area. The cut scores for "Exceeds" performance will remain the same during the phase-in period.

- In 2012-2013, campuses were designated as "Met Standard," and could earn distinctions in three possible indices.
- The STAAR student assessment performance levels are currently defined by three categories:  
Level III – Advanced  
Level II – Satisfactory  
Level I – Unsatisfactory
- The assessment scores for school years 2008-2009, 2009-2010, 2011-2012 represent state assessment scores from the TAKS assessment.
- The TAKS assessment performance levels for school years 2008-2009, 2009-2010, and 2011-2012 were defined by two categories: "Passing" and "Commended"

Additionally, the notes include clarification for specific areas of the data charts relating to Longfellow Academy.

- The Longfellow 2011-2012 and 2012-2013 STAAR math assessment scores include both Grade 8 Math and Algebra I End-of-Course (EOC) scores.
- The 2008-2013 TAKS / STAAR scores for the Special Education subgroup in Grade 6 Mathematics and Reading, are a "Non-Qualifying subgroup. This subgroup contains less than 10% of the student population and is "Not Applicable" for inclusion as a subgroup.
- In 2012-2013 Longfellow Academy earned two distinctions in Reading and Mathematics for advanced student achievement.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** State Academic Assessment Readiness (STAAR), Texas Assessment Knowledge Skills (TAKS)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory + Advanced	98	97	99	98	96
Advanced	15	22	40	36	18
Number of students tested	137	149	146	129	141
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory + Advanced	98	98	100	100	100
Advanced	16	19	38	40	18
Number of students tested	122	94	122	104	98
<b>2. Students receiving Special Education</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested	0	0	2	2	1
<b>3. English Language Learner Students</b>					
Satisfactory + Advanced	100	100			100
Advanced	10	50			33
Number of students tested	21	8	2	3	6
<b>4. Hispanic or Latino Students</b>					
Satisfactory + Advanced	100	98	100	100	96
Advanced	14	22	71	76	18
Number of students tested	97	121	100	98	90
<b>5. African- American Students</b>					
Satisfactory + Advanced	86	91	92	97	98
Advanced	10	14	61	67	15
Number of students tested	21	22	36	24	41
<b>6. Asian Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Satisfactory + Advanced	100	100	100		100
Advanced	8		100		71
Number of students tested	13	3	7	5	7
<b>10. Two or More Races identified Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** State Academic Assessment Readiness (STAAR) , Texas Assessment Knowledge Skills (TAKS)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory + Advanced	94	84	100	100	100
Advanced	4	0	33	32	32
Number of students tested	71	51	128	136	130
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
Satisfactory + Advanced	94	81	100	100	100
Advanced	5	0	37	34	32
Number of students tested	62	41	101	97	88
<b>2. Students receiving Special Education</b>					
Satisfactory + Advanced			100		
Advanced					
Number of students tested	1	1	8	5	2
<b>3. English Language Learner Students</b>					
Satisfactory + Advanced	100				
Advanced					
Number of students tested	3		1	1	3
<b>4. Hispanic or Latino Students</b>					
Satisfactory + Advanced	93	86	100	100	100
Advanced	5	0	37	35	37
Number of students tested	59	35	99	86	79
<b>5. African- American Students</b>					
Satisfactory + Advanced	100	79	100	100	100
Advanced	0	0	14	21	19
Number of students tested	12	14	22	39	36
<b>6. Asian Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Satisfactory + Advanced		100		100	100
Advanced				29	20
Number of students tested		2	4	7	10
<b>10. Two or More Races identified Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					

**NOTES:**

- The Longfellow 2011-2012 and 2012-2013 STAAR math assessment scores include both Grade 8 Math and Algebra I End-of-Course (EOC) scores.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State Academic Assessment  
Readiness Test (STAAR), Texas  
Assessment Knowledge Skills (TAKS)  
Edition/Publication Year: 2013

**All Students Tested/Grade:** 6

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory + Advanced	97	100	100	100	99
Advanced	37	20	73	72	67
Number of students tested	148	114	143	137	122
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory + Advanced	97	100	100	100	99
Advanced	34	18	73	70	70
Number of students tested	122	94	123	109	102
<b>2. Students receiving Special Education</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested	1	0	2	1	2
<b>3. English Language Learner Students</b>					
Satisfactory + Advanced	88	100	100	100	89
Advanced	8	9	63		28
Number of students tested	24	32	8	5	9
<b>4. Hispanic or Latino Students</b>					
Satisfactory + Advanced	97	100	100	100	99
Advanced	35	19	75	70	67
Number of students tested	119	81	110	90	90
<b>5. African- American Students</b>					
Satisfactory + Advanced	100	100	100	100	100
Advanced	27	20	67	77	65
Number of students tested	15	15	27	34	26
<b>6. Asian Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Satisfactory + Advanced	100	100	100	100	
Advanced	62	15		78	
Number of students tested	13	13	3	9	4
<b>10. Two or More Races identified Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					

**NOTES:** The 2008-2013 TAKS / STAAR scores for the Special Education subgroup in Grade 6 Reading, are a "Non-Qualifying subgroup. This subgroup contains less than 10% of the student population and is "Not Applicable" for inclusion as a subgroup.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State Academic Assessment  
Readiness (STAAR), Texas Assessment  
Skills Knowledge (TAKS)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory + Advanced	99	99	100	100	99
Advanced	29	37	57	48	33
Number of students tested	137	149	146	129	141
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory + Advanced	99	99	100	100	98
Advanced	24	37	54	53	32
Number of students tested	110	125	122	104	97
<b>2. Students receiving Special Education</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested	0	0	2	2	1
<b>3. English Language Learner Students</b>					
Satisfactory + Advanced	100	100			100
Advanced	19	38			50
Number of students tested	21	8	2	3	6
<b>4. Hispanic or Latino Students</b>					
Satisfactory + Advanced	99	99	100	100	99
Advanced	27	37	39	36	33
Number of students tested	97	121	100	98	90
<b>5. African- American Students</b>					
Satisfactory + Advanced	95	100	100	100	98
Advanced	24	27	47	46	24
Number of students tested	21	22	36	24	41
<b>6. Asian Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Satisfactory + Advanced	100	100	100		100
Advanced	31		86		86
Number of students tested	13	3	7	5	7
<b>10. Two or More Races identified Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** State Academic Readiness Test (STAAR) , Texas Assessment Knowledge Skills Test (TAKS)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Satisfactory + Advanced	100	99	100	100	100
Advanced	56	49	73	59	75
Number of students tested	144	130	128	136	130
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
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Satisfactory + Advanced	100	99	100	100	100
Advanced	56	45	74	61	75
Number of students tested	122	109	101	97	88
<b>2. Students receiving Special Education</b>					
Satisfactory + Advanced			100		
Advanced					
Number of students tested	1	1	8	5	2
<b>3. English Language Learner Students</b>					
Satisfactory + Advanced	100	100			
Advanced					
Number of students tested	5	1	1	1	3
<b>4. Hispanic or Latino Students</b>					
Satisfactory + Advanced	100	100	100	100	100
Advanced	58	46	77	57	76
Number of students tested	116	91	99	86	79
<b>5. African- American Students</b>					
Satisfactory + Advanced	100	97	100	100	100
Advanced	46	50	55	59	69
Number of students tested	22	30	22	39	36
<b>6. Asian Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Satisfactory + Advanced	100	100		100	100
Advanced		83		71	80
Number of students tested	3	6	4	7	10
<b>10. Two or More Races identified Students</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Satisfactory + Advanced					
Advanced					
Number of students tested					

**NOTES:**