

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

[X] Public or [] Non-public

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

Name of Principal Ms. Melissa Helene Jacobs-Thibaut

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

Official School Name Houston Academy for International Studies

(As it should appear in the official records)

School Mailing Address 1810 Stuart Street

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

City Houston State TX Zip Code+4 (9 digits total) 77004-3043

County Harris County State School Code Number* 101912348

Telephone 713-942-1430 Fax 713-942-1433

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Twitter Facebook
Handle https://twitter.com/H Page https://www.facebook.com/houstonacademyfori
ais_echs nternationalstudies Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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*Dr. Terry Grier E-mail: TGRIER@houstonisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Independent School District Tel. 713-556-6000

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

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 184 Elementary schools (includes K-8)
 - 47 Middle/Junior high schools
 - 44 High schools
 - 5 K-12 schools
- 280 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. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	40	79	119
10	39	75	114
11	47	63	110
12	44	45	89
Total Students	170	262	432

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 43 % Black or African American
 - 50 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % 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: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <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	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	426
(5) Total transferred students in row (3) divided by total students in row (4)	0.021
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1%
4 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish
Italian
8. Students eligible for free/reduced-priced meals: 73%
 Total number students who qualify: 314

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

9. Students receiving special education services: $\frac{1}{5}$ %
 $\frac{1}{5}$ 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 | 2 Other Health Impaired |
| 0 Deaf-Blindness | 2 Specific Learning Disability |
| 0 Emotional Disturbance | 0 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

	Number of Staff
Administrators	3
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
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.	2

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 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	99%	99%	100%	100%	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

Post-Secondary Status	
Graduating class size	81
Enrolled in a 4-year college or university	84%
Enrolled in a community college	10%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	5%
Other	0%

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

Yes_ No X

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

PART III – SUMMARY

The Houston Academy for International Studies (HAIS) is a small, early college high school focused on teaching Houston students more about the world, cultures, perspectives and languages. Our mission is that through international studies, a personalized environment and a college preparatory curriculum, HAIS will prepare students for active roles as global citizens.

Through an open admissions process, HAIS aims to have a “slice” of the Houston Independent School District with the majority minority students, of low socio-economic status who will be the first in their families to go to college. HAIS currently serves students from all around our district and roughly half are Hispanic and half are African American. Approximately 73% of our students receive free or reduced lunch. We do not limit access to our school based on grades, behavior or test scores. HAIS has an open admissions process and students apply to HAIS and then come to our school for an interview. After expressing a desire to attend HAIS, students are admitted. A diverse community of learners with varying academic needs presents a challenge, but also the opportunity of giving students, who may be overlooked in a large urban school, an opportunity to earn college credit and a world-class education.

As an International Studies School, HAIS seeks to “internationalize” our Houston students. HAIS requires all students to study 4 years of a Language Other Than English: Spanish or Mandarin Chinese. Students also must take a course in Model United Nations and will have participated in MUN Simulations before graduating. HAIS actively seeks out scholarships and offers travel abroad opportunities for students. Our students have received prestigious scholarships for study travel to Brazil, China, Cambodia, Egypt, Italy, Malaysia, Russia, Slovenia, Spain, South Africa and Thailand.

As an Early College High School, HAIS offers rigorous curriculum to prepare students for college and beyond. Students at HAIS take Pre- Advanced Placement, Advanced Placement, and Houston Community College (HCC) courses to ensure college success. HAIS offers students the opportunity to earn an Associate’s Degree while in high school through a partnership with the Houston Community College. HAIS Students take college courses, at the college campus, embedded with regular college students. These college credits count toward their high school diploma and are transferable to any state university.

HAIS opened its doors in 2006 with 96 9th Graders and added 100+ students each year. In 2010 HAIS graduated its first class and 86% of the students went on to continue study at a 4 year university. In 2008 HAIS applied for and won the Early College High School Designation from the State of Texas. In the same year, HAIS also earned the status as an Exemplary school in the State of Texas, a title we have maintained each year. Additionally, HAIS has been recognized by US News and World Report as a “Best High School” and Washington Post as one of “America’s Most Challenging High Schools.”

HAIS has established many traditions throughout the last 8 years. These focus on a school culture of rigor, relevance and relationships. These traditions begin before our students officially start at our school. All incoming freshmen attend our ‘Fish Camp’ for three weeks. We have worked with nearby Rice University to provide Mandarin Chinese language and culture instruction for all students. Additionally we do team building activities and college and school culture building activities. At the end of their freshman year, all students embark on a three day camping trip that includes ropes courses, horseback riding, canoeing, survival classes and lots of team building. This trip serves to forge strong relationships our students need to support them in their academic career as well as gets students out of the city and into a new environment.

In order to keep students motivated, we hold awards ceremonies to celebrate students’ academic and civic accomplishments every grading cycle. Another celebration we hold annually is our International Phoenix Festival. Each year our classes choose 20 different countries to highlight and reach out to the community to get traditional dress, food and artifacts to showcase as well as providing a craft or game for participants to play.

To build our students' leadership skills as well as develop activities of high interest, 11th and 12th grade students propose Clubs that they would like to lead. Once their proposal is accepted, they must recruit students and come up with weekly agendas for the club meetings that they will lead.

Each year, our students complete and present a portfolio of their work throughout the year. They must show how they are fulfilling our Graduate Profile of a college ready, global citizen. Our seniors all have a full day internship that culminates in a Capstone Project at the end of the year that they exhibit to an audience of their mentors and peers. Through our program and traditions, students graduate from HAIS with college credit, real world work experience and a global perspective.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The data for HAIS over the past 5 years is for both the Texas Assessment of Knowledge and Skills, (TAKS) and the State of Texas Assessment of Academic Readiness, (STAAR) tests. The TAKS measured students in three levels: Did Not Meet Standard, Met Standard, or Commended Performance. It has always been our goal to have every student “Meet Standard” at our school and to push to at least 50% of students performing at the Commended level for the TAKS test.

The State of Texas changed its assessment from the Texas Assessment of Knowledge and Skills to the State of Texas Assessment of Academic Readiness (STAAR) in 2011. The STAAR is an End of Course exam as opposed to the TAKS that was based on cumulative knowledge of the subject area but not a specific course. In addition the new test presents more rigorous items aligned with college readiness. There were originally 15 tests that students would need to pass to graduate, however the state reduced that number to 5 this year. The STAAR test uses three levels to show student achievement: Level I: Unsatisfactory Academic Performance, Level II: Satisfactory Academic Performance, and Level III: Advanced Academic Performance. HAIS aims to have all students performing at Level II while maximizing the number of students performing at Level III which indicates college readiness.

b) The data for HAIS shows a general trend of improved results with a higher number of students meeting the state standard and a higher number of students attaining the highest level of Commended performance each year. These gains and trends in increasing achievement results over the last years of the TAKS test can be attributed to several factors.

HAIS teachers have engaged in careful analysis of previous results of students and both achievement and growth data. Teachers also use predictive data to ensure they are pushing students to their highest possible achievement levels. This not only improved the number of students meeting the passing standards, but also ensured students who could achieve at higher levels were pushed to do so rather than being content to merely pass.

Over the years, teachers engaged in a study of and deeper understanding of the composition of the test, specific vocabulary used and questioning techniques in order to better prepare students. HAIS has also developed a system in which students who enter our school below level are “double-blocked” in the core areas of Math and/or Reading in order to help close performance gaps. These students are given more time on task to master objectives and specialized and focused interventions.

Improved results can also be attributed to an established system of bench-marking students and providing in-time intervention and additional tutorials for those objectives not mastered.

With the introduction of the new STAAR tests, our data shows a decrease from our TAKS Data. Although our school's results are still significantly higher with all populations than that of the district and state, we have need to improve how our data shows we are preparing all students for the rigor of college. The STAAR test is a more rigorous and difficult test, and we believe that over the next few years we will see the same upward trends in data as we work to prepare our students for college and beyond. We have already begun to see improvement

Also with the advent of the new STAAR test, our challenges have shifted. Our lowest performing area that we tackled over the past 5 years had been Mathematics. With increased interventions, focused instructional strategies and rigor, we increased our Math scores. For example in 2009, our percentage of students that met standard on the TAKS test was only 86%, but on the new STAAR test rose to 98%. However, in Reading, we found the opposite trend. For example, on the TAKS 2009 Reading/ELA exam, 100% of our students Met Standard. With the new more rigorous STAAR Reading exam, our rate fell to only 89%. Whereas this is higher than district and state passing averages, we aim to have 100% of our student meeting standards. We have already planned with our campus teacher leaders and have implemented campus wide instructional strategies that including writing and reading across the curriculum in every grade level.

Our most recent year's data shows that there is no performance gap of more than 10 percentage points between the test scores of all students tested and the scores of any one sub-group.

2. Using Assessment Results:

Data is an integral part of informing instruction at HAIS. As a campus, we use STAAR, Lexile, PSAT results, AP scores, and Accuplacer data to help determine our students needs and to help improve instruction and student learning. We offer specific courses to meet the needs of our students who have shown challenges in math and reading. We have a reading class for all 9th graders who scored poorly on the Stanford. Additionally, we enroll our 9th graders who have deficits in math concurrently in Algebra I and Math Models. Lastly, with the unique challenges of having most of our students take their Junior and Senior level courses at HCC, all of our 11th graders are enrolled in a Business English course to help support their learning at HCC. Furthermore, each core content area shares a common planning period. These departments meet twice weekly as a professional learning community (PLC) to engage in vertical teaming through the examination of student assessment results, classroom strategies, and intervention plans.

HAIS understands the need to collaborate with others in order to improve instruction. HAIS is part of two collaborative groups of high schools: the Houston Independent School District (HISD) Collaborative and the Early College High School (ECHS) collaborative. As part of the HISD collaborative, our students take bi-weekly common assessments. After each common assessment, the teachers meet to review the data from the assessments. By meeting with other teachers who are teaching the same course and assessing our students on the learning objectives, our teachers are able to adjust their instruction based on student need. Additionally, we are part of a collaborative of early college high schools in Houston. We meet four times a year with these teachers. In addition to using this time to reflect on our instructional practice through the rounds process, we compare our performance on district level assessments. During these quarterly meetings, teachers meet with their content area and discuss instructional strategies used to meet course objectives.

As a school we help inform parents, students and community of our academic achievement in a variety of ways. The state of Texas requires schools to form a School Improvement Plan (SIP). Together with the faculty, the Shared Decision Making Committee develops three SMART goals (Specific, Measurable, Attainable, Reasonable, Timely) annually by reviewing our campus-level assessment data. Additionally, we host "college success nights" by grade-level annually. While these meetings serve a variety of purposes including understanding degree plans, we use these meetings as a chance to highlight our academic successes and help parents understand how to analyze PSAT scores, Accuplacer scores, and STAAR scores. Furthermore, each 6 weeks together with their grade-level teachers, students lead conferences for their parents. During these conferences, students communicate their performance in class and performance on state/national exams.

3. Sharing Lessons Learned:

HAIS is part of the International Studies Schools Network (ISSN), a national network. As part of the ISSN, HAIS teachers and school leaders convene every summer at the ISSN's summer institute. At this summer institute, teachers have presented on the following topics: How to build a Model United Nations program from the ground up; creating meaningful capstone projects; and Literacy, Leadership, and Global Awareness in an Advisory Program.

In addition, as an ISSN school, we regularly host other schools from across the nation for school study tours. During these school study tours, teachers and school leaders from other ISSN schools meet with our PLCs, talk to students, observe classrooms, and hear from teacher leaders. We have hosted school leaders and teachers from schools in Ohio, California, and New York. We have also hosted teachers and school leaders from China, Taiwan, and Karachi, Pakistan.

Although our funds available to send teachers to other states and conferences are limited, we have often been able to maximize our participation by applying to present at conferences and having the cost of the conference waived. We have also used technology to connect and share with other teachers around the country and the globe using such programs as the Teacher Channel and EdModo.

As an early college high school in Texas, we collaborate with other ECHS's on a local and state level. HAIS teachers and school leaders have presented at conferences hosted by the Texas High School Project and Educate Texas. As an ECHS school in Houston, we meet at least four times a year with the four other early college high schools in HISD. At these meetings, our teachers share best practices and debrief on instructional practices. As part of this collaborative work with other early college high schools in Houston, our teachers open their classroom doors as part of the "rounds" process. Each teacher is observed by other ECHS teachers in their content area.

As a model school in the HISD school district, some of our teachers are district-level PLC leaders. In fact, our AP Calculus teacher and AP World History teacher have been identified by the district for their exceptional AP scores and as result lead the district-wide quarterly PLC meetings in their content area. As PLC leaders, they share the strategies they have used in their classroom to help increase their AP scores.

4. Engaging Families and Community:

Houston Academy for International Studies (HAIS) is a Title I, Part A campus based on 76% of its student population qualifying for free and reduced lunch. The demographics of HAIS include families where English is a second language, diversity is very prominent and outreach is a must. Furthermore, community and family engagement is strategically planned to meet the need of and to include all.

Upon a student's acceptance into HAIS, parents agree to volunteer a certain number of hours over the course of their student's time at HAIS. Therefore, HAIS parents participate as part of the Shared Decision Making Committee (SDMC), Language Proficiency Assessment Committee (LPAC) and facilitates the Parent Teacher Organization (PTO) as part of the decision making process for all students. Parents also serve as chaperones for college visit field trips and dances, serve as cafeteria monitors and participate in College and Career Day, the annual Phoenix Festival as well as other academic and informational events both on and off campus.

In an effort for every family to stay informed, HAIS aims to meet each family where they are with communication. Weekly newsletters are sent out via email and hard-copies are available on campus to inform parents of important upcoming events and dates. Call-outs are made regularly for upcoming events and are sent via email and text message, depending on the parents' preference. Another vehicle for communication is through Naviance. In addition to being informed about events at HAIS, parents and students can receive information directly from the counselor in regards to scholarship opportunities, important deadlines and community events. HAIS has an established website and extended its communication reach through social media by creating Facebook and Twitter accounts to highlight student and campus accomplishments to parents and the community. Time is also set aside during each week of teacher pre-service training for all teachers and administrators to visit students' homes personally before the start of each new school year.

Additionally, HAIS hosts several grade level parent nights to discuss academic information relevant to the students' progress toward graduation. The counselor informs the parents of graduation requirements, calculating grade point averages, how to access grades online, scholarship opportunities and how to complete the Free Application for Federal Student Aid (FASFA) online application. For parent informational nights, community partners are present to provide their expertise to assist in guiding parents and students in their decision making process. In this effort, parents and professional community members are granted opportunities to connect and have important questions answered and extended relationships are created. Translators for non-English speakers are available at each parent event in an effort to make the information available to everyone present.

HAIS has several partnerships. One of the most important partnership is with Houston Community College (HCC). The partnership encompasses summer enrichment programs, college admissions, transfer plans, grade point average calculations, paying for college, college etiquette and common challenges new college students experience. The most important and strategic piece to the partnership is the continuous communication with both leadership teams for the success of all students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Houston Academy for International Studies (HAIS) is an Early College High School (ECHS) that prepares students for academic success through its course offerings in Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), and Dual Credit courses in all core subject areas. Students have the opportunity to graduate with 61 college credit hours or an Associate's degree in either Arts or Science through the partnership with Houston Community College (HCC). Through the advanced curriculum, HAIS meets the purpose of an ECHS to increase graduation rates of students from low income families, first generation college attendees and English language learners. Furthermore, HAIS is a school wide Title I, Part A campus with 76% of its students qualifying for free and reduced lunch.

Currently, all students are taking advanced placement courses in either Pre-AP, AP or Dual Credit. HAIS offers eight Advanced Placement courses: AP English Language, AP English Literature, AP Calculus, AP Statistics, AP Biology, AP Chemistry, AP Spanish Language and AP World History. All students are required to participate in advanced courses from ninth through twelfth grade. In an effort to prepare students for advanced and college level curriculum, the Advancement Via Individual Determination (AVID) program has been implemented school wide for college readiness and preparedness. The AVID strategies are utilized to assist students in the development of reading and writing skills, to think critically and on a higher-level, to cultivate time management and goal-setting behaviors, and to utilize WICOR (Writing, Inquiry, Collaboration, Organization and Reading) as a foundation for learning in an effort to support all students' academic success.

HAIS offers all Fine Arts courses as Dual Credit classes that are taught on the HCC campus. Our student are taught on the college level using all of the college facilities including dance and art studios. Likewise, our students are able to take college level health and PE on the HCC campus.

Additionally, HAIS has two clusters of Career and Technology Education programs: Business Management and Administration and Science, Technology, Engineering and Mathematics (STEM). All students have the opportunity to participate in courses such as Global Business, Concepts of Engineering, Business English, Business Information Management, Scientific Research and Design, Engineering Design and Problem Solving, and Engineering Math. Through the Business Management and Administration cluster, as a capstone project, all twelfth grade students participate in an internship practicum with local businesses, nonprofit organizations, medical and educational facilities. Students learn both current business technology and the essentials of business operations and are required to complete a written report of their year long experience as an intern. Students utilize their internship as well as other experiences when completing college applications and seeking employment opportunities. Students that participate in the STEM cluster learn how to build and program robots, design and construct sample airplanes and bridges, and create and market a product. Students gain the ability to be creative with their ideas in the design phase and to think critically by building on previous knowledge learned in other courses such as economics, mathematics and physics to construct their products and to formulate business proposals.

The uniqueness of HAIS is its affiliation with the Asia Society's International Studies Schools Network (ISSN), which encourages students to view and study each subject through a global mindset. All students take Model of United Nations (MUN) as a course from ninth through twelve grades, which focuses on issues, goals and procedures for United Nations to prepare students for the annual MUN Conference. Students are challenged to display their wealth of knowledge on a variety of issues throughout the course and as an extension to the debate class and debate tournaments. The Graduate Portfolio System (GPS) is utilized to prepare each student for a global and innovative-driven future. The GPS is based on four competencies that encourage students to have an awareness and curiosity about how the world works – informed by disciplinary and interdisciplinary insights. These competencies are:

1. Investigate the world beyond their immediate environment through age-appropriate research;
2. Recognize and explain perspectives of themselves and others;

3. Effectively communicate ideas with diverse audiences; and
4. Take action to improve conditions, viewing themselves.

Finally, HAIS students have the opportunity to study four years of Chinese or Spanish on campus and a variety of other languages at HCC. Through these opportunities, students gain a wealth of firsthand cultural experience of other countries while learning to speak a new language.

2. Reading/English:

The English Language Arts department (ELA) uses data to identify student weakness in order to provide targeted remediation. We use data gathered from benchmark assessments, the STAAR exam, the Accuplacer, the PSAT, the SAT, and the AP English exams to identify gaps in individual learning and common weaknesses. We fill those gaps through additional instruction in class and during afterschool and Saturday tutorials. This way, the students who are on-level are not slowed down, and the entire specified curriculum is covered by all students in the allotted time.

Historically, our students have struggled with passing the college placement tests in writing and reading. To help address this issue, our ELA department has been extensively trained in best practices for pre-AP and AP curriculum. All of our 9th and 10th grade students are enrolled in pre-AP English. In order to help support struggling students, 9th graders who test as having issues with reading comprehension are placed in an additional reading class. The English curriculum beginning in 9th grade is primarily lecture, targeted instruction, and collaborative group work which focuses on literacy, note taking, literary analysis and criticism, and writing stamina and fluency. We gradually prepare the students for Socratic seminars by Grade 10. Students are provided with clear paragraph and AP-style essay formats, assessment rubrics, and exemplar essays to guide them in their writing. Students in all classes learn to locate and evaluate sources; read, analyze, and summarize non-fiction texts; use correct MLA format; and construct persuasive research papers. Students read and analyze professional texts and high-quality student examples as models for their own writing. In 11th-12th grade, our students have the option to take dual credit English at Houston Community College or to take AP English on our campus. Through data analysis, we have found that our students' first year in college English is the most challenging. We provide all 11th grade students with an additional English course at HAIS to help support their learning.

The ELA department uses vertical alignment and collaboration to build curriculum that supports students with scaffolding for close reading of literary and non-fiction texts. The curriculum, aligned with Texas College and Career Readiness Standards, emphasizes college preparation skills, such as building a strong base in grammar, expository writing, cross-curricular vocabulary development, AP and SAT literary analysis, and the promotion of skills conducive to an early transition between high school and college level work. We are part of the Houston ISD High School Collaborative and the Houston ISD Early College Collaborative. As part of these collaboratives, we work to keep our curriculum aligned with other successful schools across HISD.

3. Mathematics:

The main purpose of our math program at the Houston Academy for International Studies (HAIS) is to prepare our students for post-secondary success. Our math department is comprised of four teachers with a diverse educational background which easily lends itself to cross-curricular endeavors. Teachers hold bachelor degrees in mathematics, chemistry, economics and engineering and master degrees in special education and mathematics. Teachers frequently attend professional developments at Rice University (AP and pre-AP training along with participation in the Rice University School Math Project). Teacher certifications include mathematics, physical sciences, social studies, special education and technical applications. The math teachers often teach economic, engineering and science courses as well. This gives our students an advantage in learning mathematics with the goal of applying those skills to real world situations and gaining those skills for future careers. The math team meets 2-3 times per week to collaborate vertically and horizontally. Common planning and assessments are used to provide our students consistency, and the data from assessments are analyzed to target areas of student need. This is also done on

a district wide level. The math team participates in a high school collaborative to plan, access and analyze data on a bi-weekly basis, and one of our teachers co-lead a district wide initiative in AP Calculus AB.

Our teachers provide both remediation and acceleration for all students. We provide tutorials before school, during lunch, during advocacy, after school and on Saturdays for students needing additional remediation and enrichment. For example, we give regular tutorial assistance in all basic math subjects as well as tutorials for AP classes and University Interscholastic League (UIL) tutorials prepare students for academic competition.

The math curriculum at HAIS is based on the Texas Essential Knowledge and Skills (TEKS) and content necessary to successfully complete college level math courses. Our math track for students include pre-AP courses in Algebra I, Algebra II, Geometry and pre-Calculus. Most of our freshmen also take Math Models as a support to Algebra I. Many students take College Algebra at Houston Community College (HCC) in lieu of Algebra IIB, and a few students go on to take Trigonometry and pre-Calculus at HCC. AP courses available to students include Calculus AB and Statistics. Seniors also have the option of taking Engineering Mathematics.

Technology is used every day in our classrooms such as using an interactive white board and electronic clickers response system. A sketch pad program is used to help our students visualize graphs and to design math projects. Calculators are used as a tool, and our teachers challenge our students with problems that cannot be done with a calculator.

Instructional strategies are taken from Educate Texas which provides a curriculum instructional framework including collaborative group work, questioning, writing to learn, scaffolding, classroom talk and literacy groups. Besides taking individual summative assessments, our students frequently take group quizzes or tests as formative assessments where learning can still occur.

Teachers visit other classrooms often using a Rounds model designed to enhance classroom instruction. Teachers work in a transparent setting and welcome visitors on a regular basis.

4. Additional Curriculum Area:

The mission of Houston Academy for International Studies (HAIS) is to serve a population that is traditionally not college bound and to provide a level of rigor to prepare that population for success in college, both in the junior and senior years of high school, when students take classes at Houston Community College (HCC), and at four-year institutions after high school graduation. HAIS requires all students to be enrolled in rigorous Pre-Advanced Placement (Pre-AP) World Geography in 9th grade and Advanced Placement (AP) World History in 10th grade. These courses provide a level of academic intensity that challenges our students to develop the academic skills and content knowledge necessary to be successful in the classroom, on AP exams, and in college courses.

Instruction is based on state-approved AP level texts and includes primary and secondary sources, to further develop critical thinking, reading and analytic skills. In addition to having our students take Pre-AP and AP courses, HAIS students are enrolled in both Model United Nations (MUN) and Debate, and attend local, regional, and national conferences. The curricula used in MUN and Debate are essential to help develop global competency skills in our students. Students learn to analyze and evaluate global issues from multiple perspectives, gather and synthesize relevant information from around the world, and draw conclusions that consider the impact from various viewpoints. These academic skills are reinforced through a variety of methods -- Cornell note-taking, Socratic seminars, writing to learn strategies, organizational tools such as agendas, and the use of on-line learning management systems.

HAIS supports 21st century skill-building through the daily use of iPads, one-to-one computing for 11th and 12th graders, social media, and interactive white board and clicker responder systems. Students display their content knowledge through traditional assessments as well as a comprehensive Graduate Portfolio System (GPS). The GPS is essential to our profile as an International Studies school within the International Studies

School Network (ISSN). Through the GPS our students demonstrate that they are competent global citizens by demonstrating their ability to:

These competencies are:

1. Investigate the world beyond their immediate environment through age-appropriate research;
2. Recognize and explain perspectives of themselves and others;
3. Effectively communicate ideas with diverse audiences; and
4. Take action to improve conditions, viewing themselves as change agents.

5. Instructional Methods:

The mission of our school is to graduate students who are globally-competent and college-ready. We employ an array of approaches in our pursuit of this mission: high-impact instructional strategies in all classrooms, academic content support for special populations, college-readiness support, and the use of technology for enrichment.

Common Instructional Framework Strategies: Teachers in all classrooms incorporate a Common Instructional Framework in daily instruction. The framework and the specific instructional strategies associated therewith enhance students' ability to successfully engage in rigorous learning experiences. The components of the framework are: writing to learn, scaffolding, collaborative group work, questioning, literacy groups, and classroom talk.

Teachers use data to guide instruction on an ongoing basis. By creating and administering bi-weekly assessments, teachers gauge student mastery and adjust upcoming instruction based on student needs. This data allows teachers to differentiate instruction and assignments for each student.

Academic Support for Special Populations: We aim to provide extensive opportunities for students to receive supplementary instruction as needed. Incoming ninth graders who are identified as needing support in reading are double-blocked in English I and Reading classes. Those needing extra support in Math are double blocked into Algebra I and Math Models. On Fridays, students depart from the traditional A/B day bell schedule, instead receiving focused instruction in each core content area (mathematics, English language arts, science, and social studies). On Fridays, students are re-grouped by academic needs in order to give them more intensive support, acceleration and enrichment.

All teachers offer tutorials after-school at least once per week, and some do Saturdays as well. Additionally, on Fridays, tutorials are embedded within the school day for high-priority areas – as identified by assessment data – such as ELA for ninth and tenth grade students, and US History for eleventh grade students.

College-Readiness Support: The daily schedule consists of an Advocacy class period in which students receive explicit instruction on how to develop the academic behaviors necessary for college success. Students learn techniques for goal-setting, organization, note-taking, studying and time-management. Eleventh grade students also receive SAT preparation during this time.

Technology: Through the use of technology, learning has become increasingly less confined to the classroom. All teachers and students use Edmodo to share information and engage in intellectual dialogue. Teachers also use web-based which students can access at home – to supplement and differentiate instruction. Within the classroom, students have regular 1:1 access to laptops and iPads. To further promote our students' success in both their high school and college classes, students have access to computer labs before, during and after school. Eleventh and twelfth grade students also have the privilege of checking out laptops for use at home.

6. Professional Development:

The cornerstone of our school improvement efforts is consistent high-quality faculty professional development. Our professional development mission is two-fold: to foster individual teacher development and to promote a campus culture of effective college-preparatory instruction.

During the school year, the entire faculty meets weekly to share best practices and to evaluate our progress towards campus student achievement goals. Through Houston ISD's Career Pathways initiative, four of our teachers have been trained in – and now lead – professional development focused on data analysis, instructional practice, the use of technology, and student interventions.

Throughout the year, teachers participate in Instructional Rounds wherein they observe each other's classrooms and meet subsequently to provide feedback on teaching effectiveness. These activities have enabled us to develop a campus-wide intellectual climate wherein students receive instruction that emphasizes written and oral communication skills, higher-level thinking and effective questioning in all classes.

Our internal campus professional development is augmented by a similarly-organized collaboration with other early colleges within Houston ISD. Given the small size of our faculty, this forum is particularly valuable as it provides each of our teachers the opportunity to collaborate with faculty who teach the same subjects. During Early College Collaborative meetings, teachers are able to discuss content-specific strategies that are adapted to the Common Instructional Framework. Our teachers also participate in a high school collaborative with another group of Houston ISD high schools. This group plans instruction that is aligned to state academic standards, creates common assessments to monitor learning, and examines the results of these assessments and shares best practices.

As a result of our membership in the ISSN network of schools, our faculty members have the opportunity to collaborate with educators at internationally focused high schools across the nation and in other countries. Our teachers receive specific professional development in creating globally focused projects and have the opportunity to collaborate with peers nation wide both in person and virtually.

Teachers participate in a variety of other external professional development opportunities. Teachers have attended Advanced Placement (AP) workshops hosted by Houston ISD and Rice University. Science teachers have participated in the Rice University Excellence in Secondary Science Teaching program. Most faculty members have attended the AVID Summer Institute wherein they have learned how to implement AVID's college-readiness curriculum in the AVID Elective class and also in their respective subject areas.

7. School Leadership

The philosophy of leadership at the Houston Academy for International Studies is one that focuses on student achievement through shared leadership.

The leadership structure of HAIS begins with the Principal who is the head visionary of the school. She is the campus leader who is responsible for including all interested parties and community members in creating policy and making decisions. She oversees and ensures that all partners' requirements are met with fidelity. This includes the school district, the state, the early college mission, the Asia Society's International Studies Schools Network and the community college partner.

There is a memorandum of understanding between the college and the high school. This spells out the rights and responsibilities of both entities, but the principal and the college president meet regularly to determine policy that meets student needs and fulfills the legal obligations and graduation requirements.

In addition to the principal there are two deans. The principal and deans each support specific departments and oversee specific programs and ensure these meet requirements. This involves working with the department chair, acting as the liaison between the college and the high school departments, and providing

guidance and support for the department chair. The deans each have two grade levels of students, and they work with students in all areas: academic, social, discipline, schedules, and advisement. Either the principal or the deans facilitate all whole-group meetings with faculty, staff, outside entities or the cohort group.

H AIS also has a system of teacher leaders that each take on a specific department or facet of our program. Teacher Leaders lead each department and we also have leaders that lead : Instructional Technology, Instructional Coach, Data and Student Intervention. The teacher leaders each meet with their teacher group twice per month which ensures the involvement of every teacher on the campus.

A strong Shared Decision making committee composed of the principal, teachers, parents and community and business members also helps guide the school in decision based on policies, programs, relationships, and resources to focus on student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 10

Publisher: Pearson

Test: TAKS/STAAR

Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met Standard/Satisfactory Academic Performance	98	94	99	96	86
Commended/Advanced Academic Performance	20	33	30	15	9
Number of students tested	126	111	93	100	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met Standard/Satisfactory Academic Performance	98	94	99	100	91
Commended/Advanced Academic Performance	21	36	26	16	7
Number of students tested	97	78	69	68	44
2. Students receiving Special Education					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Met Standard/Satisfactory Academic Performance	97	92	100	100	88
Commended/Advanced Academic Performance	29	41	44	14	15
Number of students tested	66	61	41	49	34
5. African- American Students					
Met Standard/Satisfactory Academic Performance	98	96	98	93	82

Academic Performance					
Commended/Advanced Academic Performance	10	24	14	15	4
Number of students tested	50	46	42	46	28
6. Asian Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
9. White Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Met Standard/Satisfactory Academic Performance					

Commended/Advanced Academic Performance					
Number of students tested					

NOTES: The state of Texas changed from the TAKS to the STAAR in 2012. 10th Graders continued taking the TAKS until 2012. Numbers reported for 2013 are for the STAAR End Of Course Geometry. The TAKS used the terms Met Standard and Commended Performance. The STAAR exam uses the terms: Level II: Satisfactory Academic Performance, and Level III: Advanced Academic Performance.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS/STAAR
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met Standard	99	100	99	100	95
Commended	41	54	32	19	32
Number of students tested	95	83	87	68	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met Standard	100	100	98	100	95
Commended	39	56	38	11	36
Number of students tested	71	57	60	47	39
2. Students receiving Special Education					
Met Standard					
Commended					
Number of students tested					
3. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
4. Hispanic or Latino Students					
Met Standard	98	100	98	100	97
Commended	46	63	33	21	42
Number of students tested	52	5	43	3	33
5. African- American Students					
Met Standard	100	100	100	100	91
Commended	34	44	32	13	18
Number of students tested	41	39	41	31	22
6. Asian Students					
Met Standard					
Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
Met Standard					
Commended					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met Standard					
Commended					
Number of students tested					
9. White Students					
Met Standard					
Commended					
Number of students tested					
10. Two or More Races identified Students					
Met Standard					
Commended					
Number of students tested					
11. Other 1: Other 1					
Met Standard					
Commended					
Number of students tested					
12. Other 2: Other 2					
Met Standard					
Commended					
Number of students tested					
13. Other 3: Other 3					
Met Standard					
Commended					
Number of students tested					

NOTES: All data from state TAKS tests for 11th Grade.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Texas Assessment of Academic Skills/State of Texas Assessment of Academic Readiness

All Students Tested/Grade: 9

Edition/Publication Year: 2005

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met Standard/Satisfactory Academic Performance	94	98	95	99	90
Commended/Advanced Academic Performance	30	22	50	54	39
Number of students tested	80	91	106	91	104
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met Standard/Satisfactory Academic Performance	93	97	96	100	95
Commended/Advanced Academic Performance	23	23	49	50	39
Number of students tested	55	67	89	62	65
2. Students receiving Special Education					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Met Standard/Satisfactory Academic Performance	94	98	94	100	94
Commended/Advanced Academic Performance	29	21	59	64	47
Number of students tested	35	43	54	42	48
5. African- American Students					
Met Standard/Satisfactory Academic Performance	93	98	96	97	88

Academic Performance					
Commended/Advanced Academic Performance	33	20	38	41	32
Number of students tested	40	44	48	39	50
6. Asian Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
9. White Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Met Standard/Satisfactory Academic Performance					

Commended/Advanced Academic Performance					
Number of students tested					

NOTES: The State of Texas changed its evaluation system from the Texas Assessment of Knowledge and Skills (TAKS) to the more rigorous State of Texas Assessment of Academic Readiness in 2012. TAKS was a cumulative knowledge subject test and STAAR is an end of course test specific to the subject course students took that year (eg. TAKS 2011= Math but STAAR 2012=Algebra I)The STAAR exam uses the terms: Level II: Satisfactory Academic Performance, and Level III: Advanced Academic Performance

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS / STAAR
Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met Standard	93	95	100	100	95
Commended	24	20	23	17	11
Number of students tested	113	110	93	100	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met Standard	92	95	100	100	98
Commended	20	18	22	16	14
Number of students tested	85	77	69	68	44
2. Students receiving Special Education					
Met Standard					
Commended					
Number of students tested					
3. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
4. Hispanic or Latino Students					
Met Standard	93	95	100	100	94
Commended	33	23	24	16	12
Number of students tested	7	60	41	49	34
5. African- American Students					
Met Standard	92	96	100	100	100
Commended	10	15	24	17	7
Number of students tested	48	46	42	46	28
6. Asian Students					
Met Standard					
Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
Met Standard					
Commended					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met Standard					
Commended					
Number of students tested					
9. White Students					
Met Standard					
Commended					
Number of students tested					
10. Two or More Races identified Students					
Met Standard					
Commended					
Number of students tested					
11. Other 1: Other 1					
Met Standard					
Commended					
Number of students tested					
12. Other 2: Other 2					
Met Standard					
Commended					
Number of students tested					
13. Other 3: Other 3					
Met Standard					
Commended					
Number of students tested					

NOTES: TAKS ELA data recorded for 2009-2012. STAAR Reading data recorded for 2013. The state of Texas changed from the TAKS to the STAAR in 2012. 10th Graders continued taking the TAKS until 2012. Numbers reported for 2013 are for the STAAR End Of Course Reading. The TAKS used the terms Met Standard and Commended Performance. The STAAR exam uses the terms: Level II: Satisfactory Academic Performance, and Level III: Advanced Academic Performance.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS ELA
Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Met Standard	100	100	100	97	96
Commended	34	51	29	19	30
Number of students tested	95	83	87	68	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met Standard	100	100	100	96	95
Commended	34	42	30	15	31
Number of students tested	71	57	60	46	39
2. Students receiving Special Education					
Met Standard					
Commended					
Number of students tested					
3. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
4. Hispanic or Latino Students					
Met Standard	100	100	100	97	97
Commended	42	54	23	16	27
Number of students tested	52	35	43	31	33
5. African- American Students					
Met Standard	100	100	100	97	95
Commended	20	49	32	23	32
Number of students tested	41	39	41	1	22
6. Asian Students					
Met Standard					
Commended					
Number of students tested					
7. American Indian or Alaska Native Students					
Met Standard					
Commended					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met Standard					
Commended					
Number of students tested					
9. White Students					
Met Standard					
Commended					
Number of students tested					
10. Two or More Races identified Students					
Met Standard					
Commended					
Number of students tested					
11. Other 1: Other 1					
Met Standard					
Commended					
Number of students tested					
12. Other 2: Other 2					
Met Standard					
Commended					
Number of students tested					
13. Other 3: Other 3					
Met Standard					
Commended					
Number of students tested					

NOTES: All data from state TAKS test for 11th Grade.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS/STAAR
Edition/Publication Year: 2005

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Met Standard/Satisfactory Academic Performance	89	84	98	100	100
Commended/Advanced Academic Performance	9	3	50	30	42
Number of students tested	111	117	105	91	104
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Met Standard/Satisfactory Academic Performance	89	82	98	100	100
Commended/Advanced Academic Performance	8	2	51	29	42
Number of students tested	79	84	88	62	65
2. Students receiving Special Education					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Met Standard/Satisfactory Academic Performance	85	84	98	100	100
Commended/Advanced Academic Performance	9	4	60	36	40
Number of students tested	54	57	53	42	48
5. African- American Students					
Met Standard/Satisfactory Academic Performance	94	83	98	100	100
Commended/Advanced Academic	10	4	42	23	46

Performance					
Number of students tested	48	53	48	39	50
6. Asian Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
9. White Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Met Standard/Satisfactory Academic Performance					
Commended/Advanced Academic Performance					

Number of students tested					
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NOTES: Data recorded reflects TAKS Reading from 2009 -2011 and STAAR Reading from 2012-2013. TAKS used the terms Met Standard and Commended performance and the STAAR uses the terms Level II: Satisfactory Academic Standard and Level III: Advanced Academic Standard.