

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Michele Broughton

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

Official School Name School of Business and Management

(As it should appear in the official records)

School Mailing Address 1201 East Eighth Street Suite 241

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

City Dallas State TX Zip Code+4 (9 digits total) 75203-2545

County DALLAS State School Code Number* 057905033

Telephone 972-925-5920 Fax 972-925-5901

Web site/URL http://www.dallasisd.org/Page/258
6 E-mail MIBROUGHTON@DALLASISD.ORG

Twitter Handle www.twitter.com/SBMtownview Facebook Page _____ Google+ _____

YouTube/URL http://www.youtube.com/watch?v=u Other Social Media _____
zxxIUNTUX0 Blog _____ Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Mike Miles E-mail: milesfm@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas ISD 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

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):
- 152 Elementary schools (includes K-8)
 - 36 Middle/Junior high schools
 - 35 High schools
 - 0 K-12 schools
- 223 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. 1 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	72	58	130
10	63	69	132
11	57	54	111
12	55	46	101
Total Students	247	227	474

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 26 % Black or African American
 - 69 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0 % 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.

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	6
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1	473
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1 %
9 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish, Vietnamese
8. Students eligible for free/reduced-priced meals: 68 %
 Total number students who qualify: 323

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: 1 %
1 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 0 Other Health Impaired |
| 0 Deaf-Blindness | 1 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	1
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 15:1

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%	97%
High school graduation rate	100%	100%	99%	100%	100%

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

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

Post-Secondary Status	
Graduating class size	114
Enrolled in a 4-year college or university	86%
Enrolled in a community college	11%
Enrolled in career/technical training program	2%
Found employment	0%
Joined the military or other public service	1%
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. 2008

PART III – SUMMARY

Established in 1975 as a magnet school, the School of Business and Management at Yvonne A. Ewell Townview Center, accredited by the Southern Association of Secondary Schools and holding membership in the College Board and the National Association for College Admission Counseling, is committed to student success as noted in our campus mission to “Empower all students to become competent, productive citizens in a diverse global marketplace; promoting and supporting academic excellence and personal well-being for all students.”

While serving an ethnically, culturally, and linguistically diverse student population of 474 students, the ethnic representation consists of: African American, 26%; Hispanic, 69%; Asian, 4%; and Multi-Racial, 1%. The student body makeup is 52% male and 48% female, and the total minority enrollment is 100%. SBM is one of thirty-five high schools in the Dallas Independent School District.

Each year students interested in applying to this magnet school must complete and submit the district’s high school magnet application along with a current report card, a minimum GPA of 75, norm referenced test results in English and math, and proof of residency. Students meeting the minimum application requirements must also complete an onsite essay – a specific requirement for our school. School administration uses a rubric to rank the results to select 150 ninth grade applicants based strictly upon ranked results. Although out-of-district students are encouraged to apply, selection criteria is governed by Dallas ISD feeder patterns to ensure qualified middle school students from each area of the metroplex have a fair chance of being considered for entrance.

SBM is ranked 49th within the State of Texas and 426th in the nation according to the U.S. News Report of the Best Schools in the United States. Students have a unique opportunity at the SBM to take Advanced Placement courses as early as the ninth grade, and the AP participation rate is 94 percent. Students also have access to Pre-Advanced Placement and Gifted and Talented academic programs.

Student achievement is a campus priority at SBM, and to remain competitive among magnet school programs, students are encouraged to pursue higher academic endeavors through participation in a distinguished graduation plan. To satisfy the requirements of the distinguished graduation plan, SBM students must take college academic courses, advanced technical credit courses, and/or dual credit courses. The campus prides itself on the ability to ensure at-risk students achieve at the same rate as non at-risk students by offering one of the most robust dual credit programs in the Dallas Independent School District. SBM students have shown tremendous academic success in completing AP and dual credit courses. The primary focus of the school is to reduce the achievement gap existing among African-American and Hispanic students by ten percent in core areas and on state and national exams.

The coursework offered at SBM is highly engaging and rigorous. SBM is fully aware of the fact that students often need more than one opportunity to master new skills and concepts. Therefore, it has become imperative for students to acquire a daily study regimen and participate in the after school study hour offered every Monday through Thursday by content and cluster teachers. Unlike traditional comprehensive high schools in the Dallas ISD, SBM is not a neighborhood school. Students travel from all over the metroplex to attend the campus. It has become necessary for the campus to provide transportation for students to participate in tutorials each afternoon via a second round of buses to retrieve students who participate in the one hour sessions. The campus also ensures student daily transportation to local colleges and internships via pre-paid bus and rail passes. SBM classes are organized in a rotating A/B day format, eight-period block schedule, where students take three 90-minute block classes and one 95-minute class every day. Block classes are either one semester or one year long with six periods out of eight dedicated to the core courses including English Language Arts, Mathematics, Science, and Social Studies as well as foreign languages, fine arts, and physical education, and JROTC.

At SBM students are provided the opportunity to combine state-of-the-art, integrated business and college preparatory curricula designed to meet global challenges in the new millennium. A broad foundation in

business courses in grades nine and ten affords students in grades eleven and twelve the opportunity to select specialized areas in Business including: Business Management and Administration/Accounting and Finance, Fashion Marketing and Sports and Entertainment Marketing, and Technology (Digital Gaming and Animation/CISCO Networking). Professional liaisons within the Dallas County Community College District (DCCCD)—El Centro, North Lake, Richland, Cedar Valley, and Brookhaven Colleges—allow students to earn high school credits toward graduation and college credit hours simultaneously. All 11th and 12th grade programs offer dual credit.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The School of Business and Management has relied upon data from the Texas Assessment of Knowledge and Skills (TAKS), and most recently, the newly adopted State of Texas Assessment of Academic Readiness to measure students' post high school readiness. Both assessments are rooted in the Texas Essential Knowledge and Skills (TEKS), and the state standards contain content and skills students must to learn to make academic progress from year to year.

TAKS assessed competencies in Mathematics, English Language Arts, Science and Social Studies. Students were tested in grades nine through eleven. Eleventh grade students took the exit level TAKS and were required to meet the standard to be eligible for graduation. The standards for TAKS ranged from Unsatisfactory, which meant students performed below the minimum score of 2100, Satisfactory, which encompassed scores of 2100 - 2399, and Commended, which was attained with scores of 2400 and above. The School of Business and Management met state assessment standards from 2008–2013 and received an “Exemplary” rating, which is the highest rating awarded by the Texas Education Agency (TEA) for student performance on the TAKS.

The STAAR assessment was introduced during the 2011 - 2012 school year, and initially included fifteen assessments to be administered in grades 9 through 11. During the summer of 2013, the state, through House Bill 5, revised the testing requirements. At the start of the 2013-2014 school year, the number of required assessments for graduation was reduced from fifteen to five. The current subject areas tested are: English I, Algebra I, Biology, English II, and US History. The state requires a minimal performance rating of Level II: Satisfactory Academic Performance to be eligible to graduate from high school. Students performing at Level I: Unsatisfactory standard must retest until a Satisfactory score is achieved. The highest performance on STAAR is Level III: Distinguished.

b) We are committed to closing the achievement gap currently exists within our student body. By exposing students to a variety of academically rigorous assessments, we believe we will condition students to work harder and achieve at a higher level. An analysis of the combined STAAR/TAKS/AP test results and AEIS/AYP data indicates that scores are improving at the School of Business and Management each year. Our goal in the past has been to increase TAKS commended performance levels to at least 50% by targeting a score of 2500 for all students, who will then exceed the college readiness criteria established by both the state and National Education Association (NEA).

The school's goal is to increase success in the AP program by increasing the number of students taking AP exams and consequently increasing the number of students qualifying overall on AP exams to 50%, with scores of "3", "4", or "5". Disaggregated student achievement data indicate that we need to concentrate our efforts to close the learning and achievement gaps with our African-American students through mentoring and school-wide tutoring support for improvement in math and science. A two week transitional camp for incoming 9th graders serves to bridge achievement gaps in student performance prior to the start of the school year. The data also suggests a need to focus on expository writing, with an emphasis on data-based inferential responses where students are challenged to synthesize, analyze, critique and defend hypothetical assumptions.

MATH: Analysis of the data indicates that from 2009-2013, 98% of our students (9th-11th) passed the state Mathematics--TAKS/STAAR--exams, making expected gains on both. The school will concentrate efforts on increasing advanced levels of achievement on the math assessment from 39% (9th graders), 24% (10th graders), and 44% (11th graders) to 50% for all students while also increasing advanced levels of achievement for African American students from 25% (9th graders), 19% (10th graders), and 30% (11th graders) to 50%. We will continue to assess individual and group statistics provided by My Data Portal and Benchmark Assessment results, ultimately preparing our students for college and the workforce. The faculty will continue to adopt strategies for continued success on AP exams as we aim to increase the number of qualifying students scoring "3", "4" or "5" by 25% in each core area.

READING: Analysis of the data indicates that from 2009-2013, 98% of our students (9th-11th) passed the state Reading/ELA exams; 28% of 9th graders, 30% of 10th graders, and 46% of 11th graders met advanced levels of achievement. Our goal is to have 50%-60% of our students receive an advanced level of achievement. We are also setting a goal of 60% of our African American students receiving advanced levels of achievement from 31% (9th graders), 28% (10th graders), and 51% (11th graders). We will continue to assess individual and group statistics provided by My Data Portal and Benchmark Assessment results, ultimately preparing our students for college and the workforce. The faculty will continue to adopt strategies for continued success on AP exams as we aim to increase the number of qualifying students scoring "3", "4" or "5" by 25% in each core area.

2. Using Assessment Results:

The focus of improvement has shifted from TAKS to the new STAAR assessment. STAAR results from 2011-2012 to 2012-2013 dropped in most areas. This drop was in part attributed to the number of student tested in each of the subject areas. For example: 9 students took the English II test in 2011-2012 with 100% reaching Level 2 or 3; the following year (2012-13) 111 students were being tested in the same subject area with 96% reaching Level II or III. Although the drop can be attributed, in part to simple statistics of a larger population being tested, data was reviewed, and programs and strategies were put in place based on the data with regard to student achievement using STAAR data. Some of these strategies are: tutoring, (teacher-led and computer based,) Saturday School, mentorships, shadowing, Study Skills course, and test taking strategies.

Prior to the start of each school year, the Instructional Leadership Team and faculty study student data and test scores from the previous year, assessing the weaknesses, pinpointing our strengths, seeking available opportunities, and developing strategies to improve student academic success. We target those objectives, specifically TAKS and STAAR data, in which the students did not perform well and seek to find the reasons for the lack of performance. We strategize to present opportunities for students to improve performance on not only the state assessments, but on Benchmark assessments, pre-collegiate and collegiate exams. Assessment results drive instructional planning and delivery.

Administrators and teachers continually access student profiles to determine best practices based on student needs in our efforts to maximize student learning.

The Principal, Leadership Team, and faculty then develop a plan of action in the form of a Campus Improvement Plan (CIP). The faculty and staff consequently prescribe strategies to improve student performance. Some strategies include better communication for both school and classroom objectives; a strengthened focus on academic rigor and accountability in the classroom by both teacher and students; and a commitment for students to increase their higher-order thinking skills in order to perform exceptionally well in their coursework as well as in pre-collegiate and state mandated testing. With an emphasized teacher and student effort toward learning to enhance the standards of excellence, we are "consistently raising the bar."

SBM communicates student, school, programming and success in a number of ways. Per state law, the campus provides student grade reports, both paper-based and electronically through an online grading system called GradeSpeed. Teachers also have the capability to send progress reports to parents every three weeks to inform parents of student academic progress. In addition, each parent is provided a hard copy of the student's report card each six weeks. For students who are not progressing, the school sends out letters to parents requesting a parent conference with the child's teachers and/or counselor to establish an individualized plan for student success.

Parent Portal, an online communications medium for parents, was implemented during the 2012-2013 school year and the system allows parents, to gain access to their child's grades, progress in "real time" as well as communicate via email with their child's teacher.

The school regularly hosts scheduled after hours parent/teacher conferences.

3. Sharing Lessons Learned:

SBM serves as a model for success. Delegations from various states and countries visit the school each year to meet with administrators and staff to consult with them about magnet requirements, enrollment, college and career readiness strategies, research-based best practices, data driven instruction, and innovative curricula that have contributed to student success.

The school's Site-Based Decision Making Board and the Business Advisory Committee, composed of community leaders, business professionals, college representatives, parents, faculty and students meet each semester to review data about the school's performance. Additionally, SBM collaborates with the Dallas County Community College District to expose students to collegiate curricula, develop skill sets, provide apprenticeships, and ensure a smoother transition from high school into entrepreneurship. SBM seeks to offer opportunities to students that give them an advantage over their peers.

The school prepares informational and recruitment materials for parents, students, and the community so they are able to make informed decisions about school choice. SBM hosts an Open House event each winter to showcase programs and provide in-depth overview of the operational and instructional aspects of Exemplary and Blue Ribbon Schools. SBM has been able to share instructional best practices with teachers statewide as a result of a collaboration with the Texas Education Agency to contribute to the Texas Essential Knowledge and Skills for Finance. Evidence of SBM contributions can be found at the University of North Texas's grant-funded website for Career and Technology Education, specifically Principles of Business, Marketing & Finance course lessons – Unit 3.

One feature that sets the campus apart is the usage of Naviance to educate and personalize opportunities available to students. The campus also utilizes Naviance to facilitate the college application process by requesting transcripts and forwarding any requested documents directly to college campuses on the student's behalf. The tool has become instrumental in tracking students' goals, successes, and post-graduation plans. In light of the success the campus has had with this comprehensive college and career readiness solution, community partners such as Education is Freedom and other magnet schools within the district have opted to integrate the program into their campus plans.

The school also offers awareness programs and seminars throughout the year on topics such as Financial Aid and College Awareness, tutoring, assessment results, and preparatory classes for state and national assessments.

4. Engaging Families and Community:

Partnerships developed through the Business Advisory Committee serve to promote cutting edge enterprises that strengthen SBM student participation in shadowships, mentorships, paid, and non-paid internships in the business sector. This is one way the school embraces its mission to empower all students to become competent, productive citizens through real-world practical application.

Family and Community Engagement has been an integral part of the success at SBM. The campus successfully develops and encourages parents to attend programs to such as "Pastries with the Principal," LULAC Meetings, "First Friday" entrepreneurial events, and signing up for the Affordable Care Act in the SBM computer labs. In the fall, families have an opportunity to explore college options by participating in the college fair. With the assistance of community partners, Alpha Kappa Alpha Sorority Inc. and Kappa Alpha Psi Fraternity, colleges from throughout the United States are able to visit the campus and provide information regarding collegiate programs and financial aid. Partnerships with the Hispanic Scholarship Fund and Education is Freedom have been beneficial in assisting families with the college application process.

Parents are encouraged throughout the year via callout messages and email invitations to attend Parent Teacher Student Association meetings which are held the second Tuesday of the month. It is through PTSA

meetings that all stakeholders are afforded the opportunity to collaborate to ensure the academic success of the students.

Community members such as U.S. Congresswoman Eddie Bernice Johnson, State Senator Royce West, Fishbowl Radio Networks, Education is Freedom, Poet Trent Shelton, and IT Professional Tawanna Anderson continually assist in improving the perception and academic performance of Business students.

As a Title I School, parents are given the opportunity to visit the campus and to understand the rights of a parent with a child who attends a Title I school. Informational meetings are held each fall and spring to keep parents abreast of information pertaining to curriculum, graduation requirements, funding, and college and career readiness.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Since its inception in 1976, SBM has been structured to allow the exploration of pathways in business, marketing and technology. These curricular pathways denote the course sequence for a selected area of interest. Ninth grade students receive foundations in business through Entrepreneurship and Business Information Management courses. Integrated into the curriculum are mini-instructional units from Junior Achievement. During the ninth grade, each student selects a career path similar to that of a college major. Introductory courses are offered during the sophomore year; and, specific courses in the selected "major" are taken during the eleventh and twelfth grade years. Each pathway offers a sequence of career-related courses based on the Texas Essential Knowledge and Skills (TEKS).

Students graduate either under the recommended or distinguished program. Students are formatted on an eight period block schedule which occurs over two consecutive days. The curricular pathway for a student on either graduation plan is primarily six core classes plus two cluster pathway courses. Through the academic courses, every student experiences both Pre-Advanced Placement and Advanced Placement classes that prepare them to be successful in a university setting upon graduation. The Advanced Placement examination provides students opportunities to graduate from high school with college credit.

Students may take examinations for acceleration (EFA) to receive credit for courses for which prior instruction has not been received. After completing dual credit courses and receiving credit from successful completion of EFA and/or AP exams, students may potentially graduate from SBM with credits equivalent to those of a college sophomore.

Additionally, student graduation plans require a minimum of two years of foreign language. Students can enroll in either Spanish, French, German, or Latin courses. Students are offered courses in the visual and performing arts which include band, orchestra, portraiture, choir, and theater. The curriculum includes high standards with the goal of developing the whole student through University Interscholastic League (UIL) and other competitive events in the arts.

In core--English, Math, Science and Social Studies--and elective classes, teachers focus a tremendous amount of time studying the state standards to specifically determine what students need to learn and how deeply the concept should be explored. Core contents are led by an administrator and chairperson who both guide the team in disaggregating data, goal-setting for student improvement, sharing best practices, and determining professional development needs based upon formative and summative assessments of students. Each teacher is responsible for developing and posting the "Three P" lesson plan which outlines the purpose and objective of the lesson, the process in which student will learn the TEKS, and a product students will be able to produce to show their learning for that specific day. This approach allows teachers to check frequently for understanding using multiple response strategies, such as Think-Pair-Share or Whip Around.

SBM focuses on college and career readiness. Students increase marketability by completing a coherent sequence of business, marketing, and/or technology courses. As part of this curriculum, students are able to earn credentials and certifications, such as Microsoft Office and IC3 certifications to increase job prospects. As a capstone, students may choose to explore chosen fields through participation in either paid or non-paid internships, or independent study projects servicing the business community. Students are also able to obtain valuable experience by engaging in managerial activities at our new, on-site internet radio station, KSBM, or through serving as event coordinators of our monthly "First Friday" event. In addition, we partner with a number of businesses such as Hunt Oil and PricewaterhouseCooper, and maintain several collegiate partnerships with colleges such as Wade College and the illustrious Babson College.

Essential to maximum student achievement are the guiding beliefs established by the Dallas Independent School District. These beliefs represent research-based practices that engage students in a challenging curriculum and direct the focus of all stakeholders. These tenets are centered upon: improving student academic achievement, providing effective, quality instruction, narrowing the achievement gap between at

risk and non-at risk students, and ensuring teachers have a commitment to children and the pursuit of excellence. The school's continued success is clearly attributable to such noteworthy practices.

2. Reading/English:

The campus supports the district's balanced literacy approach to providing reading and writing instruction. This means teachers utilize curriculum planning guides and course syllabi to ensure students' mastery of state and national assessment objectives for TAKS, TEKS, EOC/STAAR, and AP. Each English teacher is responsible for teaching both a state and nationally tested grade level, which challenges them to incorporate highly effective research-based strategies in each lesson.

SBM students are offered variety of English courses ranging from English I-English IV and inclusive of Pre-AP and AP. SBM students receive instructional support which is closely aligned with TEKS. All English teachers attend extensive professional development courses both on and off campus. The English Department also has weekly English Vertical Team meetings during which each grade level examines student performance on grade level assessments, review student averages, analyze data and make curriculum adjustments. The English Vertical Team also works to ensure all students receive instruction which prepares them for the next grade level and college. In addition to the NMSI mentoring program, the English teachers attend College Board training, off-campus NMSI training, and Jane Schaffer Writing workshops.

Through the implementation of these instructional resources, SBM students receive ample exposure to various literary texts, writing styles, vocabulary, and research skills required by TEKS. In an effort to enhance student writing skills, all SBM sophomores take a Business English class. This class focuses on developing communication skills while employing business concepts. Students also review grammar procedures, vocabulary development, and writing techniques.

Students have multiple opportunities to attend tutoring to master the modality of literary compositions, the fifty-six line expository essay, strong thesis statements and effective conclusions. Students also have the opportunity to practice writing short answer responses and sharpening their skills when analyzing purpose and tone of complex passages. Then they have an opportunity to hone in on the revision of paragraphs through grammar, punctuation, and sentence structure.

The English Department has an established tutoring schedule and students may attend tutoring with any teacher whose tutoring hours are most suited to their needs and schedule. Students who need additional assistance may participate in one-on-one independent study, before- and after-school tutoring, peer tutoring, and/or Saturday tutoring. The English department also offers Saturday tutorials for Advanced Placement students. During these sessions, teachers utilize Advanced Placement strategies to enhance analytical reading, critical thinking and writing skills in fiction, non-fiction, and poetry as tested by the College Board.

3. Mathematics:

SBM has historically had exceptional performance in mathematics and continues to challenge students to attain high levels of mastery by outperforming the state and district on the State of Texas Assessment for Academic Readiness Level II. SBM has identified a need to increase student performance to 50% or above on the State of Texas Assessment of Academic Readiness Advanced Level III, which is the equivalent of commended.

The School of Business and Management has taken a targeted approach to implementing the 9th-12th grade mathematics curriculum to improve student achievement. Teachers utilize a variety of resources, including the district's curriculum planning guides which are aligned to the state assessment and AP planning guides, to diversify instructional approaches to best meet the needs of all students. The math department utilizes the Institute for Learning's Thinking Through the Lesson Plan Protocol (TTLP) to analyze the verbs in each objective, determine the depth to which concepts must be taught, anticipate concepts that will potentially require scaffolding, and to plan appropriate technology and resources to aid and engage student learning.

Teachers spend time during the summer studying the curriculum and planning aligned lessons for the first semester. When student data is loaded in the database for teachers to view, individual student profiles are pulled and analyzed by each teacher to guide lesson modifications. Teachers are able to begin the six weeks with knowledge of each student's performance on standardized assessments. This data, in addition to formative assessment data gathered in the classroom through multiple checks for understanding and demonstrations of learning, inform the teachers of the most appropriate extensions and/or interventions for SBM students.

Students are placed in groups in most math courses to encourage student engagement and collaborative learning. SBM students have been privy to the Texas Instruments NSIPRE Calculator, a Wi-Fi enabled calculator that allows the teacher to send problems directly to the class or to differentiate by sending work to specific students. Algebra, Geometry and Pre-Calculus teachers provide daily tutorial opportunities for students who need assistance in grasping concepts. AP Calculus teachers offer additional extensions and interventions to students in a Calculus lab setting.

Students with the greatest needs are served through math camps, which take place during the weeks prior to state and national assessments. Students are excused from elective and cluster classes to attend a math seminar tailored to meet the specific needs of each student.

4. Additional Curriculum Area:

A key factor to determine whether a person will be successful in the "global marketplace" is based on that individual's ability to command the use of technology. Orientation to technology – its capabilities, power, and its evolving nature – is essential to the development of any individual; however, it is advantageous that exposure occur beginning in childhood. Technology is a core competency. It is an essential element in STEM and it is a measure of student success.

At SBM, we have a broad-based approach to technology. In both core academic and vocational courses, instruction is provided using online libraries, instructional websites, desktops, laptops, digital classrooms, SmartBoards, graphing calculators, and slates to encourage research and further develop critical thinking skills. Understanding that through technology students are more likely to succeed in college and the workforce, the school's approach is to provide curriculum rich in technology equitably to all students. We take pride in being the top certifying school for Microsoft Office in the Dallas/Fort Worth area and the second highest certifying school in the state of Texas.

Students attending SBM also have the opportunity to become certified through the IT Academy (CISCO Networking). Up to two years ago, SBM had maintained the Cisco Academy 10 years prior with students receiving networking training, but they were unable to take the certification exam while in school due to a lack of funding. The first year students were able to be trained and sit for the certification exam was 2012-2013. It was during that school year that 10 seniors, 14 juniors and 35 sophomores were IC3 certified. In the same year, 13 juniors were PC Pro certified, and 5 seniors were Network Pro certified. This year, 2013-2014, of the 35 sophomores in the program at least 30 will be IC3 certified, 11 of 14 juniors will be PC Pro certified, and 6 of 10 seniors will be Network Pro certified. Next school year, we will be adding two additional industrial certifications: Comptia A+ and Network+.

As a result of understanding the importance of having technology as an integral part of each student's career development plan, students are exposed to technology in all of our Academies. This begins with Business Information Management in 9th grade in which students obtain their first certification – Microsoft Office Specialist. Technology is infused into all of the career pathways -- Accounting & Finance, Business Management, Fashion Marketing, Sports and Entertainment Marketing, and Digital Animation and Gaming. Technology-driven courses such as Intro to Video Game Development, Mobile Apps, 2D and 3D Game Design, and Animation help prepare students for emerging fields.

Most of the school's technology courses are dual credit with some being taught on the community college campus. Our school's pursuit of excellence charges us to seek state-of-the-art technology and resources in

fulfillment of our mission. The integration of technology is an area vital to our mission for preparing students toward successful current and future enterprises.

5. Instructional Methods:

The School of Business and Management accepts students with proficiency levels at the 40th percentile and higher on the Stanford 10. The students in the SBM magnet program tend to generally excel at math and science and struggle with reading/language arts and social studies.

In support of the effective models utilized by Uncommon Schools to support high quality instruction, teaching to the students' strengths for maximum results involves teaching to various learning styles. To that end, instructional methods such as group discussions, Socratic seminars, lectures, field trips, FLIP classroom techniques, and the development of web-based lessons serve not only to address the visual, auditory, and kinesthetic learning styles of students, but also serve to improve students' reading, writing, problem-solving and communication skills. Student productions, which utilize analytical, communication, and research skills, further engage students in the process of synthesizing information to create authentic products which lend themselves to business and stimulate student interest in the areas of marketing, finance, technology, entrepreneurship, web design, and fashion design. Students gain experience in core subject areas through rigorous activities designed to prepare students for Advanced Placement examinations. Such critical thinking and active engagement support student learning.

In keeping with our plan to graduate students college-ready, SBM actively partners with the Dallas County Community College District (DCCCD) by providing student dual credit opportunities, both on-and off-site, within each coherent sequence based area of student interest. Additionally, many SBM instructors are certified to teach collegiate-level curricula onsite; thus increasing the number of exceptional opportunities available to students at our school. SBM faculty takes pride in the ability to offer over twenty dual credit courses to students as early as the sophomore year.

6. Professional Development:

Essential to student success is the implementation of research-based strategies and practices. Professional development drives practices that lead to student learning, and SBM promotes a diversified approach to authentic student learning and developing critical thinking strategies through high level questioning. It is, therefore, essential that our campus support district-wide initiatives that promote student success such as project-based learning, backwards planning and lesson design, and data-driven instruction through Professional Learning Communities (PLCs).

The principal and the Principal Executive Leadership Team meet monthly to review Campus Action Plan goals and to analyze and discuss data trends from common assessments, climate surveys, classroom observations and other data sources.. The data discussed in leadership team meetings serve as a catalyst for professional development sessions. Campus-wide professional development sessions address school climate and culture. Additional profession development sessions are directly targeted by department or content cluster to improve the overall quality of instruction in the classroom. Some of these sessions include but are not limited to SAT/ACT preparation through Naviance, Flipped Classrooms, highly effective Advanced Placement strategies, and Google Platform integration for cluster teachers.

The leadership team utilizes Title I funds to provide differentiated professional development to core teachers to enhance the skillset of novice and veteran teachers alike to ultimately improve student achievement. The professional development for core areas including math, science, history, and English is led by the National Math and Science Initiative Group (NMSI), formerly known as Laying the Foundation. Teachers engage in professional development each month with NMSI. Teachers are also encouraged to develop personal growth plans at the beginning of the year and to seek our professional development that supports their individual needs. As a result, some teachers have attended local and state conferences including, but not limited to, Region X Gifted and Talented Seminars, Advanced Placement Summer and Regional Institutes, and Law Related Education Training.

7. School Leadership

At the School of Business and Management, developing leadership skills is an essential element of our campus mission to empower all students to become competent, productive citizens in a diverse global marketplace. To meet this goal, SBM provides its faculty and students numerous opportunity to participate in leadership activities to empower others to perform exceptional tasks for a worthy cause, such as coordinating teams to walk for the Susan G. Komen Race for the Cure and a staff boot camp.

The faculty leadership team, Principal's Executive Leadership Team, (PELT), includes cluster, social studies, and science teachers who meet monthly to review the progress of the implementation of the campus improvement plan. Participants of this team plot a course to meet school goals as they review curriculum and effective procedures. PELT members also play a key role in the magnet school application/interview process. All SBM faculty act as a role model demonstrating leadership skills in the classroom setting by creating and demanding high expectations of students. SBM faculty also implement leadership skills as they plan together for curriculum implementation and a plethora of school events and extra-curricular activities.

Faculty sponsors provide opportunities for students to develop leadership skills through their participation on the Senior Executive Leadership Team, (SELT), and the Junior Executive Leadership Team, (JELT). The SELT provides input related to school vision, including an underclassmen mentoring program, dress code enforcement, branding and recruitment. JELT members provide marketing and advertising input for the school by developing videos, magnet fair materials, open house events and participating in the recruitment and application process. Additionally, at each grade level, students elect a body of class officers. Class officers coordinate school-wide fundraisers, field trips, and social events.

Also instrumental in establishing a positive school climate at SBM is the Executive Student Board. The students in the organization take pride in being the voice of the student population. The students meet monthly to discuss campus and community needs and identify ways to promote the campus in a positive light with initiatives such as Make Townview SBM Beautiful, hosting guests and providing campus tours to community partners, serving the elderly at the nursing home, feeding seniors for Thanksgiving and collecting candy for children at a local church for Halloween. The students believe it takes commitment to guide others and the students are adamant about growing leaders through the Pledge to be a Leader initiative.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 10

Publisher:

Test: TAKS; STAAR/EOC--Geometry

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus % Advanced	96	95	98	99	93
% Advanced	5	30	32	35	20
Number of students tested	112	119	130	137	140
Percent of total students tested	97	100	100	100	99
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					
% Satisfactory plus % Advanced	96	95	98	100	93
% Advanced	3	35	32	34	18
Number of students tested	78				
2. Students receiving Special Education					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Satisfactory plus % Advanced	94	95	98	100	93
% Advanced	5	33	38	40	16
Number of students tested	65				
5. African- American Students					
% Satisfactory plus % Advanced	100	97	98	100	94
% Advanced	5	19	20	25	28
Number of students tested	39				

6. Asian Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: At Risk					
% Satisfactory plus % Advanced	93	62	91	100	78
% Advanced	0	0	14	27	3
Number of students tested	15				
12. Other 2: Male					
% Satisfactory plus % Advanced	98	96	99	100	96
% Advanced	6	28	37	45	14
Number of students tested	49				
13. Other 3: Female					
% Satisfactory plus % Advanced	95	94	96	99	91
% Advanced	5	33	26	26	24
Number of students tested	63				

NOTES: Source: "Campus Data Packets" for school years 2011-2012, 2012-2013, and 2013-2014 provided by Office of Instructional Research, Dallas ISD.

Change in Assessments: For 2008-2009, 2009-2010, 2010-2011, and 2011-2012 school years students were assessed using the Texas Assessment of Knowledge and Skills (TAKS) test. For the 2012-2013 school year students were assessed using the End of Course (STAAR/EOC) test in Geometry.

Performance Levels: Are expressed as they are used on the current state assessment (STAAR/EOC). For

the TAKS exam (2008-2009, 2009-2010, 2010-2011, 2011-2012) levels were expressed as "% Meeting Standard" which corresponds to "% Satisfactory plus % Advanced" and "% Demonstrating Commended Performance" which corresponds to "% Advanced".

Number of students tested: Prior to 2012-2013 school year, was reported by state as an aggregate only. Data was not reported for each subgroup.

Non-qualifying subgroups/Blank Data Cells: Subgroup in which 5 or fewer students were tested. Percentage pass rates are not provided by the state.

Student Eligibility/Definition of At-Risk

In the Dallas Independent School District (Dallas ISD), students who met the state eligibility criteria were identified as at-risk of dropping out of school. Students can meet one or more of the state's at-risk eligibility criteria listed below:

1. is in grades PK-3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grades 7-12 and did not maintain an average equivalent to at least 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered under TEC Chapter 30, Subchapter B, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a grade level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year; Juvenile Justice Alternative Education Program (JJAEP).
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release (campus data only due to confidentiality);
9. was previously reported through PEIMS to have dropped out of school
10. is a student of limited English proficiency (LEP) as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official (campus data only due to confidentiality);
12. is homeless, as defined by Title 42 of the United States Code §11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meeting Standard plus % Demonstrating Commended Performace	100	100	98	99	100
% Demonstrating Commended Performance	42	56	46	35	39
Number of students tested	102	117	122	131	121
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Meeting Standard plus % Demonstrating Commended Performace	100	100	97	100	100
% Demonstrating Commended Performance	40	57	32	34	18
Number of students tested					
2. Students receiving Special Education					
% Meeting Standard plus % Demonstrating Commended Performace					
% Demonstrating Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Meeting Standard plus % Demonstrating Commended Performace					
% Demonstrating Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Meeting Standard plus % Demonstrating Commended Performace	100	100	99	100	100
% Demonstrating Commended Performance	46	62	38	40	16

Number of students tested					
5. African- American Students					
% Meeting Standard plus % Demonstrating Commended Performace	100	100	97	98	100
% Demonstrating Commended Performance	30	46	20	25	28
Number of students tested					
6. Asian Students					
% Meeting Standard plus % Demonstrating Commended Performace					
% Demonstrating Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meeting Standard plus % Demonstrating Commended Performace					
% Demonstrating Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meeting Standard plus % Demonstrating Commended Performace					
% Demonstrating Commended Performance					
Number of students tested					
9. White Students					
% Meeting Standard plus % Demonstrating Commended Performace					
% Demonstrating Commended Performance					
Number of students tested					
10. Two or More Races identified Students					
% Meeting Standard plus % Demonstrating Commended Performace					
% Demonstrating Commended Performance					
Number of students tested					
11. Other 1: At Risk					
% Meeting Standard plus % Demonstrating Commended Performace	100	100	100	100	100
% Demonstrating Commended Performance	7	26	45	16	8

Performance					
Number of students tested					
12. Other 2: Male					
% Meeting Standard plus % Demonstrating Commended Performance	100	100	100	98	100
% Demonstrating Commended Performance	40	54	50	30	42
Number of students tested					
13. Other 3: Female					
% Meeting Standard plus % Demonstrating Commended Performance	100	100	97	100	100
% Demonstrating Commended Performance	46	59	42	39	36
Number of students tested					

NOTES: Source: "Campus Data Packets" for school years 2011-2012, 2012-2013, and 2013-2014 provided by Office of Instructional Research, Dallas ISD.

Number of students tested: For TAKS test was reported by state as an aggregate only. Data was not reported for each subgroup.

Non-qualifying subgroups/Blank Data Cells: Subgroup in which 5 or fewer students were tested. Percentage pass rates are not provided by the state.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS: STAAR/EOC--Algebra I
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus % Advanced	98	95	95	98	98
% Advanced	8	8	40	44	97
Number of students tested	48	37	125	132	131
Percent of total students tested	38	30	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					
% Satisfactory plus % Advanced	97	93	96	98	98
% Advanced	9	7	44	46	43
Number of students tested	35	29			
2. Students receiving Special Education					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Satisfactory plus % Advanced	100	90	96	98	99
% Advanced	8	5	43	48	51
Number of students tested	36	20			
5. African- American Students					
% Satisfactory plus % Advanced	92	100	95	98	96
% Advanced	8	12	32	35	38
Number of students tested	12	17			
6. Asian Students					
% Satisfactory plus % Advanced					

Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: At Risk					
% Satisfactory plus % Advanced	100		86	87	94
% Advanced	0		14	27	29
Number of students tested	8				
12. Other 2: Male					
% Satisfactory plus % Advanced	100	93	96	99	100
% Advanced	11	7	33	44	58
Number of students tested	27	15			
13. Other 3: Female					
% Satisfactory plus % Advanced	95	96	95	96	95
% Advanced	5	9	49	44	35
Number of students tested	21	22			

NOTES: Source: "Campus Data Packets" for school years 2011-2012, 2012-2013, and 2013-2014 provided by Office of Instructional Research, Dallas ISD.

Change in Assessments: For 2008-2009, 2009-2010, and 2010-2011 school years students were assessed using the Texas Assessment of Knowledge and Skills (TAKS) test. For the 2011-2012 and 2013 school years students were assessed using the End of Course (STAAR/EOC) test in Algebra I.

Performance Levels: Are expressed as they are used on the current state assessment (STAAR/EOC). For the TAKS exam (2008-2009, 2009-2010, and 2010-2011) levels were expressed as "% Meeting Standard" which corresponds to "% Satisfactory plus % Advanced" and "% Demonstrating Commended Performance"

which corresponds to "% Advanced".

Number of students tested: Prior to 2011-2012 school year, was reported by state as an aggregate only. Data was not reported for each subgroup.

Non-qualifying subgroups/Blank Data Cells: Subgroup in which 5 or fewer students were tested. Percentage pass rates are not provided by the state.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS, STAAR/EOC--Reading
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Satisfactory plus % Advanced	96	99	99	100	100
% Advanced	29	30	32	21	35
Number of students tested	111	117	130	137	141
Percent of total students tested	96	98	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					
% Satisfactory plus % Advanced	88	100	99	100	100
% Advanced	25	31	34	19	37
Number of students tested	73				
2. Students receiving Special Education					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Satisfactory plus % Advanced	94	99	99	100	100
% Advanced	31	29	34	19	36
Number of students tested	71				
5. African- American Students					
% Satisfactory plus % Advanced	97	100	100	100	100
% Advanced	26	32	30	22	32
Number of students tested	39				
6. Asian Students					
% Satisfactory plus % Advanced					

Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: At-Risk					
% Satisfactory plus % Advanced	88	100	100	100	100
% Advanced	13	8	32	12	25
Number of students tested	16				
12. Other 2: Male					
% Satisfactory plus % Advanced	97	99	99	100	100
% Advanced	22	26	25	15	32
Number of students tested	58				
13. Other 3: Female					
% Satisfactory plus % Advanced	94	100	100	100	100
% Advanced	36	35	42	27	37
Number of students tested	53				

NOTES: Source: "Campus Data Packets" for school years 2011-2012, 2012-2013, and 2013-2014 provided by Office of Instructional Research, Dallas ISD.

Change in Assessments: For 2008-2009, 2009-2010, 2010-2011, and 2011-2012 school years students were assessed using the Texas Assessment of Knowledge and Skills (TAKS) test. For the 2012-2013 school year students were assessed using the End of Course (STAAR/EOC) test in Reading.

Performance Levels: Are expressed as they are used on the current state assessment (STAAR/EOC). For the TAKS exam (2008-2009, 2009-2010, 2010-2011, 2011-2012) levels were expressed as "% Meeting Standard" which corresponds to "% Satisfactory plus % Advanced" and "% Demonstrating Commended

Performance" which corresponds to "% Advanced".

Number of students tested: Prior to 2012-2013 school year, was reported by state as an aggregate only. Data was not reported for each subgroup.

Non-qualifying subgroups/Blank Data Cells: Subgroup in which 5 or fewer students were tested. Percentage pass rates are not provided by the state.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meeting Standard plus % Demonstrating Commended Performance	100	99	100	99	98
% Demonstrating Commended Performance	46	50	29	55	52
Number of students tested	102	117	121	131	120
Percent of total students tested	100	100	32	33	31
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					
% Meeting Standard plus % Demonstrating Commended Performance	100	99	100	99	97
% Demonstrating Commended Performance	50	45	30	60	49
Number of students tested					
2. Students receiving Special Education					
% Meeting Standard plus % Demonstrating Commended Performance					
% Demonstrating Commended Performance					
Number of students tested					
3. English Language Learner Students					
% Meeting Standard plus % Demonstrating Commended Performance					
% Demonstrating Commended Performance					
Number of students tested					
4. Hispanic or Latino Students					
% Meeting Standard plus % Demonstrating Commended Performance	100	99	100	99	98
% Demonstrating Commended Performance	43	46	29	54	50

Number of students tested					
5. African- American Students					
% Meeting Standard plus % Demonstrating Commended Performance	100	100	100	100	100
% Demonstrating Commended Performance	49	58	30	58	59
Number of students tested					
6. Asian Students					
% Meeting Standard plus % Demonstrating Commended Performance					
% Demonstrating Commended Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meeting Standard plus % Demonstrating Commended Performance					
% Demonstrating Commended Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meeting Standard plus % Demonstrating Commended Performance					
% Demonstrating Commended Performance					
Number of students tested					
9. White Students					
% Meeting Standard plus % Demonstrating Commended Performance					
% Demonstrating Commended Performance					
Number of students tested					
10. Two or More Races identified Students					
% Meeting Standard plus % Demonstrating Commended Performance					
% Demonstrating Commended Performance					
Number of students tested					
11. Other 1: At-Risk					
% Meeting Standard plus % Demonstrating Commended Performance	100	95	100	100	96
% Demonstrating Commended Performance	36	21	13	40	44

Performance					
Number of students tested					
12. Other 2: Male					
% Meeting Standard plus % Demonstrating Commended Performance	100	99	100	100	100
% Demonstrating Commended Performance	38	46	28	53	46
Number of students tested					
13. Other 3: Female					
% Meeting Standard plus % Demonstrating Commended Performance	100	100	100	99	97
% Demonstrating Commended Performance	57	54	30	56	57
Number of students tested					

NOTES: Source: "Campus Data Packets" for school years 2011-2012, 2012-2013, and 2013-2014 provided by Office of Instructional Research, Dallas ISD.

Number of students tested: For TAKS test was reported by state as an aggregate only. Data was not reported for each subgroup.

Non-qualifying subgroups/Blank Data Cells: Subgroup in which 5 or fewer students were tested. Percentage pass rates are not provided by the state.

STATE CRITERION--REFERENCED TESTS

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

Test: TAKS/EOC--Reading
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	Apr	Apr	Jun
SCHOOL SCORES*					
% Satisfactory plus % Advanced	94	93	100	99	100
% Advanced	8	5	56	32	37
Number of students tested	124	114	125	132	131
Percent of total students tested	97	93	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					
% Satisfactory plus % Advanced	93	94	100	99	100
% Advanced	9	5	53	29	39
Number of students tested	88	82			
2. Students receiving Special Education					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Satisfactory plus % Advanced	67				
% Advanced					
Number of students tested	6				
4. Hispanic or Latino Students					
% Satisfactory plus % Advanced	94	97	100	100	100
% Advanced	7	7	52	29	37
Number of students tested	83	69			
5. African- American Students					
% Satisfactory plus % Advanced	97	90	100	98	100
% Advanced	12	3	63	40	36
Number of students tested	33	39			
6. Asian Students					
% Satisfactory plus % Advanced					

Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Satisfactory plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: At-Risk Students					
% Satisfactory plus % Advanced	80	83	100	100	100
% Advanced	7	0	14	27	22
Number of students tested	15	6			
12. Other 2: Male					
% Satisfactory plus % Advanced	94	92	100	100	100
% Advanced	7	0	49	26	41
Number of students tested	62	59			
13. Other 3: Female					
% Satisfactory plus % Advanced	95	95	100	98	100
% Advanced	10	11	65	41	32
Number of students tested	62	55			

NOTES: Source: "Campus Data Packets" for school years 2011-2012, 2012-2013, and 2013-2014 provided by Office of Instructional Research, Dallas ISD.

Change in Assessments: For 2008-2009, 2009-2010, and 2010-2011 school years students were assessed using the Texas Assessment of Knowledge and Skills (TAKS) test. For the 2011-2012 and 2013 school years students were assessed using the End of Course (STAAR/EOC) test in Reading.

Performance Levels: Are expressed as they are used on the current state assessment (STAAR/EOC). For the TAKS exam (2008-2009, 2009-2010, and 2010-2011) levels were expressed as "% Meeting Standard"

which corresponds to "% Satisfactory plus % Advanced" and "% Demonstrating Commended Performance" which corresponds to "% Advanced".

Number of students tested: Prior to 2011-2012 school year, was reported by state as an aggregate only. Data was not reported for each subgroup.

Non-qualifying subgroups: Subgroup in which 5 or fewer students were tested. Percentage pass rates are not provided by the state.