

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Delia Montelongo-McLerran

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

Official School Name Young Women's Leadership Academy

(As it should appear in the official records)

School Mailing Address 2123 West Huisache Avenue

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

City San Antonio State TX Zip Code+4 (9 digits total) 78201-4809

County Bexar County State School Code Number* 015907023

Telephone 210-438-6525 Fax 210-732-7999

Web site/URL http://www.saisd.net/schools/ywla E-mail dmclerran1@saisd.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Pedro Martinez E-mail: pmartinez1@saisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Antonio Independent School District Tel. 210-554-2281

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. Ed Garza
(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 66 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 16 High schools
 - 5 K-12 schools
- 101 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. 5 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	92	92
7	0	83	83
8	0	68	68
9	0	54	54
10	0	37	37
11	0	28	28
12	0	28	28
Total Students	0	390	390

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 4 % Black or African American
 - 90 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 0 % 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 2013 - 2014 year: 7%

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, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1	390
(5) Total transferred students in row (3) divided by total students in row (4)	0.069
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: N/A
8. Students eligible for free/reduced-priced meals: 70 %
 Total number students who qualify: 272

Information for Public Schools Only - Data Provided by the State

The state has reported that 70 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 0 %
0 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.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> 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	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	98%	97%	97%
High school graduation rate	100%	100%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	28
Enrolled in a 4-year college or university	86%
Enrolled in a community college	14%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

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

15. Please summarize your school mission in 25 words or less: To provide all students the academic skills to achieve success in college and life by thinking critically, leading purposefully, and living healthy and responsible lives.

PART III – SUMMARY

In 2008, the Young Women’s Leadership Academy (YWLA) was established as the first all-girls public school in San Antonio, Texas, and as an internal charter school within the San Antonio Independent School District (SAISD). SAISD is one of many districts in Bexar County, which boasts a population of nearly two million. Rooted in the urban center of the city, all schools in SAISD are Title 1 schools with myriad challenges.

The purpose of YWLA is to offer a college preparatory education for young women from mostly economically disadvantaged homes who seek to earn a university degree. As part of a network of sister schools in Texas, YWLA is committed to the core values of college preparation, leadership development, and health and wellness. The educational philosophy that drives YWLA is grounded in a growth mindset. Teachers focus on facilitating learning opportunities that push all students to experience individual growth every year. Students who enter YWLA with skills below grade level in the sixth grade experience on-going academic and personal growth throughout their years at YWLA.

Young women from throughout Bexar County endure a rigorous admissions process that includes essays, letters of recommendation, admissions testing in math and reading, and a personal interview for the young woman and her parent/guardian. Students apply for admission while in the fifth grade in elementary public, private, charter, and home schools. Upon being accepted, students have the opportunity to remain at YWLA from sixth grade to high school graduation. In 2014, the first cohort graduated with over 5.1 million dollars in scholarships to universities across the country. These pioneering students and their teachers laid the foundation for a college readiness culture that permeates every aspect of YWLA.

Ensuring that students are truly college ready requires both rigorous academic preparation and socio-emotional nurturing. YWLA students begin each school year weeks before the official academic calendar begins. Students spend time in workshops devoted to building the bonds of YWLA sisterhood and enriching their interpersonal networks. Teachers also utilize the mandatory summer programming to begin priming students for critical thinking and problem solving before school begins. This allows both students and teachers to start the school year ready for intense academic work.

The YWLA school day is structured around a block schedule, which allows students to spend 90 minutes in each class over a two day period. This structure allows teachers and students to delve into deeper levels of understanding in core content areas. Students attend an advisory period every day for 45 minutes, and are assigned by grade level to their advisory teacher. Advisory teachers guide students through the ups and downs of the school year, and are responsible for teaching and reinforcing AVID strategies that students utilize across the curriculum. The advisory period is also utilized for comprehensive guidance lessons and college readiness activities.

Students commit to completing 100 hours of community service as part of YWLA graduation requirements. They also hone their leadership skills by serving on civic and campus organizations such as the Mayor’s Fitness Council, the Federal Reserve Student Board of Directors, and the YWLA PTSA. Students are required to be an active member of at least two campus clubs or athletic teams.

Parents also commit to higher expectations for themselves and understand that parental involvement and quality teachers produce successful students. All parents accept the responsibility of completing ten service hours per year on the YWLA campus. Many parents participate in parent organizations such as Parent Class Councils, PTSA, Athletic Booster Club, and Campus Leadership Team. With the assistance of parent organizations, students receive great moral, financial, and academic support.

The YWLA Advisory Committee is composed of professional women from different realms who help raise funds for critical needs. They established the SA Young Women’s Leadership Foundation, which seeks private funding for several student enrichment opportunities including college visits, professional career days, private funding for a College Bound Advisor, and summer academic enrichment programs.

YWLA dedicates itself to excellence in all areas. Students have consistently and successfully competed in Science and History Fairs at the district, regional, state, and national levels in the past seven years. YWLA faculty members have been recognized for their dedication to student learning with teaching awards from city agencies, professional and civic organizations, and educational grants. This excellence exists because of the synergy that teachers, parents, and students create on a daily basis. The high expectations that teachers have for students drives them to unexpected successes.

In 2014, YWLA was one of 15 schools across the nation invited by College Board to participate in the AP Global Challenge because of students' strong performance on AP exams and the sustained academically relevant program it offers. Additionally, the middle school program was recognized in 2013 as the #1 middle school in Texas by Children at Risk organization for high student performance. The National Center for Educational Achievement identified YWLA as a Higher Performing School for exceeding expectations in the areas of college and career readiness.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

YWLA's core curriculum is based on a rigorous and ambitious program that thoroughly aligns with the Texas Essential Knowledge and Skills (TEKS) state standards. In the classroom, it becomes immediately evident that instruction goes beyond formulas and procedure, and delves into a habit of mind that cultivates exploration, curiosity, and complex ideas.

YWLA's English courses have been vertically aligned utilizing a novel-based curriculum. This approach was chosen to prepare students for Advanced Placement exams and college readiness skills by having students read and analyze literary works from as far back as the 16th century. Teachers use a variety of texts and writing modes to engage diverse learners. Additionally, students engage in timed writings, research papers, and writing journals. Reading inventories, Lexile, and formal assessments determine student groupings for literature circles, collaborative opportunities, and intervention activities. Teachers work with ability-based groups in order to optimize class time with students who struggle by offering more direct instruction and to determine weekly tutoring schedules. They also meet the needs of advanced students by allowing them to explore a broad range of ideas and create products or literary theories that are thought-provoking and innovative.

The math courses are vertically aligned by using a curriculum that teaches students how to use mathematical inquiry and quantitative reasoning in a variety of settings. This approach was chosen to prepare students for success in college bound courses such as AP Calculus and AP Statistics, classes where conjecturing and analyzing are essential. Students use manipulatives, project-based learning, and technology to acquire math skills. Math teachers use assessments to determine if a student is struggling with a conceptual or computational error. All students complete a data analysis form that outlines TEKS standards covered on each test to identify exactly which standards need to be improved and which standards need to be mastered so that an individualized intervention plan can be created. Students are exited out of interventions after all standards are mastered. Advanced students use an enrichment template with tiered activities such as problem-based learning, acceleration, and independent study.

The science department vertically aligns their curriculum based on Texas standards including the National Math + Science Initiative and Advanced Placement curriculum. These inquiry-based approaches were chosen to encourage students to build and discover knowledge to prepare them for college-level science courses such as AP Environmental Science and AP Biology. All YWLA science classes utilize the most advanced technology equipment in lecture halls and labs to facilitate authentic learning experiences and students acquire foundational skills by conducting investigations, experiments, research, Socratic Seminars, and project-based learning. Data from exams help set up interventions. Students are grouped by non-mastered science TEKS and are re-taught in smaller group intervention sessions. This approach allows the teacher to give each student extra attention and determine other strategies that can be implemented in the classroom to help the student learn. Above-level students work within an open tier of inquiry that provides them other opportunities for inquiry such as analyzing empirical data, constructing topic-related questions for investigation, designing procedures, and communicating results.

YWLA's social studies curriculum uses a combination of thematic and chronological approaches to learn key concepts. These approaches were chosen to offer teachers the flexibility to explore topics in depth and develop students' understanding of concepts and necessary skills required to be successful on their AP exams. Middle school teachers introduce students to reading primary sources in order to notice bias. Instructional strategies include project-based learning, document-based questioning, timed writings, creating websites, documentaries, and presentations. Interventions focus on low performing TEKS from testing data. Teachers re-introduce the content using a different instructional method. A variety of methods are used in interventions aside from working with students one on one. Teachers use games, stations, and collaborative activities to support students who are struggling with the material. Above-level students have the opportunity to extend their project-based learning opportunities by solving real world issues using creative thinking and creating products that demonstrate their global awareness.

1B Secondary

All of YWLA's core content areas support college and career readiness standards. Students demonstrate proficiency in 21st century skills by graduation through the use of technology in classroom activities with tools such as computer tablets, graphing calculators, and laptops. Guest speaker presentations and field trips allow students to explore and inquire about content-related career fields. Project-based learning and basic research instruction offer students the necessary skills for inquiry and collaboration, and individual and class presentations teach students advanced skills in communication.

2. Other Curriculum Areas:

YWLA's Arts program thoroughly aligns with the Texas Essential Knowledge and Skills (TEKS) state standards. All middle school students take the arts as an elective course. Most 7th and 8th graders take more than one course in the arts. Two thirds of high school students take a fine arts course. YWLA offers middle school art, Art I-III, AP Studio Art, middle school Dance, Dance I-IV, middle school choir, and Choir I-IV. Each fine arts course ensures that each level develops students' skills and knowledge of perception in the application of concepts and terminology, the cultural and historical influences, creative expression and technique, and response and evaluation of performances and products.

YWLA's Physical Education program aligns with the TEKS by providing students with comprehensive health and wellness programming. All 6th and 7th grade students are enrolled in a physical education and health course. Eighth grade and high school students take an Athletics or PE course, with a one year requirement in physical education. Students enrolled in Athletics participate in a seasonal sport such as Volleyball, Basketball, Tennis, and Track and Field. Physical Education courses ensure that students are learning the importance of movement such as warming up, stretching, and cooling down. They learn social skills such as taking turns, sportsmanship etiquette, and resolving conflict. They also learn the importance of physical activity and its connection with health and wellness, daily performance, and fitness principals.

The foreign language department consists of Spanish in-house and Chinese and Latin online courses. Middle school students can test into a language course for high school credit; however, less than one percent of middle school students take a high school language course. All high school students are required to take three years of a language course to meet the highest graduation standards. Students may choose from Spanish I-IV, Chinese I-IV, Latin 1-2, AP Spanish Language and AP Spanish Literature. These courses ensure that students are learning the connection between communication and the complexity of culture through speaking, listening, reading, and writing.

YWLA's technology department offers courses for both middle and high school students. All 6th grade students begin middle school with an additional science enrichment course where students learn basic research skills. Students can elect to continue taking science enrichment in 7th and 8th grade to study specific body systems in greater depth. This course is technology based and requires students to use a variety of 21st century skills such as collaboration, problem solving, and multi-media skills. 7th and 8th grade students can elect to take Technology Applications in order to learn the latest computer applications. Less than one percent of high school students take Digital Media. All technology courses ensure that students learn the appropriate use of hardware components, input skills, laws and issues regarding technology in society, appropriate communication skills, and research skills. Students deliver products in a variety of media formats including print and video.

YWLA also offers a senior seminar capstone course in order to assess students' 21st century skills. All juniors must propose a project thesis and find a faculty advisor who is closely suited to their project's content. During the summer before their senior year, students must find and confirm a community mentor who will help students focus their project's thesis and progress. Students receive periodic workshops on topics such as academic integrity, discriminating resources, and other research skills. By the end of the course, students create a multi-media presentation to defend their thesis in front of their community mentor, principal, and other community members. The defense of the senior's research must be approved by the review committee. Students must also complete an informal journal where they reflect, evaluate, and assess their own progress and self-awareness skills throughout the year as they progress in the completion of set milestone goals.

3. Instructional Methods and Interventions:

The driving question behind every decision at the Young Women's Leadership Academy is "what is best for each student?" In answering that question, teachers personalize students' interventions based on data and students' learning styles. Across all core areas, teachers collaborate to organize student groups based on identified concepts that need to be re-taught and re-assessed and to organize flexible teaching schedules within the school day and outside of the school day in both the middle and high school programs. To provide quality and in depth instruction for AP and Dual Credit courses, teachers hold night school sessions after a full day of instruction. In these sessions, students engage in hands-on activities that include science labs, math learning stations, scavenger hunts for social studies, and writing labs for English. Additionally, teachers have one-to-one conferences with students to provide specific feedback and next steps for each student's prescriptive intervention plan.

Parents fully support these additional sessions because with the individualized intervention plans, students monitor their personal progress from one grading period to the next. In the math department, students complete a data analysis form that contains concepts assessed on each test. This personal accountability in all grade levels, keeps students focused on their target goals and motivates them to take ownership of their learning. Students maintain their own work and notes in Interactive Notebooks using AVID strategies like Cornell Notes and highlighting with purpose. Students apply Costa's Levels of Questioning within their Interactive Notebooks to improve critical thinking.

To promote a deeper understanding, teachers expect students to support claims with textual evidence in math, science, and history. In Science Interactive Notebooks, students use the Claim, Evidence, and Reasoning (C-E-R) system to justify their understandings. In English, students annotate novels as they read for deeper analysis. To challenge students further in English, students are exposed to high school novels in middle school and to college literature in high school. To address students at a lower reading level, E-readers are provided for students who need to reference vocabulary and other background

Because of the successful implementation of mini-iPads provided by a federal GEAR UP grant, a middle school class is now piloting Technology Thursdays where seventh grade students "BYOD"(Bring Your Own Device) to access research, create documentaries and media presentations. Teachers encourage students to utilize technology to create an electronic "flip book" of student work.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Young Women’s Leadership Academy (YWLA) commits to preparing 100% of its students to be college ready. In 2012, students transitioned from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessments of Academic Readiness (STAAR) with a slight decrease in student performance at Level II (Satisfactory Academic Performance). After 2012, YWLA performance trends reflect consistently that students meet Level II on the STAAR in all core subjects at an average 100%. At YWLA, Level III (Advanced Academic Performance) is the goal. YWLA has consistently been above district and state Level III percentages and the same pattern of excellence in advanced academic performance existed with TAKS from 2010 to 2012.

Teachers design lessons by emphasizing students’ demonstration of understanding. In middle school, a Pre-AP curriculum is taught, then high school has an AP and dual credit college curriculum. The curriculum is accelerated in math and reading to prepare students to excel on college entrance exams, instead of meeting minimum standards on state assessments. In grade 8, students enroll in English I and Algebra I. Grade 7 students are tested, then placed in Math 8 and/or Algebra I for the upcoming year. In 2014, grade 8 students endured double testing in English I, Reading 8, Algebra I, and Math 8, despite not being enrolled in Reading 8 or Math 8. In 2013, grade 8 students had to take only English I and Algebra I, hence the lack of data in 2013 for Reading 8 and Math 8. Incoming grade 6 students, struggle adjusting to the heavy work load, hence the 98% meeting Level II Math 6 in 2014 and 2013, but, the overall percent of students meeting Level III remain above the state averages. For the past five years, all subgroups demonstrate high achievement in all core areas as demonstrated in the lowest subgroups at 98% Level II in 2014.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At the beginning of each year, teachers disaggregate the previous year’s STAAR and PSAT data to ensure all students meet college readiness standards. Working backwards, teachers identify low performance concepts in high school courses and identify gaps in curriculum down through 6th grade. These gaps are addressed vertically by teachers. Despite students performing above district and state norms on STAAR, teachers strive to improve student performance on college exams, as evidenced in PSAT score means from 2012 to 2014: critical reading increased from 47.4 to 52.1; math increased from 49.0 to 57.5; and writing from 48.8 in 2012 to 52.0.

Throughout the year, teachers assess students using Curriculum Based Assessments (CBAs) and use results to determine target concepts to re-teach; to group students into interventions; and to determine Saturday School students and concepts. Teachers share the intervention action plan with department colleagues, parents, and administration. As needed, teachers may amend the curriculum sequence to meet students’ learning needs. Teachers commit to having each student demonstrate “a year’s worth of growth” by starting interventions in October and by having students self-monitor their mastery of standards as the year progresses on data sheets. Each department meets once a month to review student data and to offer assistance to one another. All students need to demonstrate growth, from the bottom to the top scoring students. A best practice calls for teachers to identify students who did not master concepts that were mastered by 90% of students. This allows teachers to clarify individual students’ misunderstandings.

Parents receive progress reports every three weeks, quarterly report cards, and individual student reports for STAAR and PSAT. For Saturday School, parents receive an individualized intervention plan with target concepts for improvement and a timeline for students to master the targeted concepts. To support student achievement, parents attend workshops presented by the Parent Liaison about STAAR expectations and on how to read performance reports.

Part VI School Support

1. School Climate/Culture

Academic Growth: College flags hang proudly in the halls of YWLA and serve as a reminder of both the mission of the campus and the high expectations for all stakeholders. Teachers consistently provide challenging, yet engaging lessons that require students to think critically. Teachers are expected to collaborate and develop interdisciplinary projects that encourage students to transfer learning from one course to another. The administrative team supports teachers by allowing them to implement flexible schedules and flexible student grouping when needed to facilitate interventions and special learning opportunities. Teachers volunteer for tutoring during their conference time, lunch time, on Saturdays and after hours. They make themselves available to students via email and personal cell phones for instructional support. With the structured academic support systems that teachers offer, students experience success at their own pace. This success happens because teachers are planning for individual student needs while expecting growth for all students.

YWLA teachers are pivotal to the success of its students. The campus invests in its teachers by supporting their involvement in state and national professional conferences. New teachers are assigned mentors and meet regularly to discuss concerns and areas for growth. Campus administrators allow teachers to have control over the design and implementation of TEKS and district curriculum. Teachers are able to request time during the school day for data analysis and curricular planning.

Social and Emotional Growth: High school students serve as big sisters to middle school students to provide social and academic support. Administrators and counseling staff have an open door policy for students, teachers, and parents, and an open mind in regards to student ideas and concerns. Students are required to participate in at least two school clubs or sports each year to facilitate community building and leadership development. All students are actively involved in the campus in a non-academic capacity to encourage the use of skills and talents that go underutilized during the school day.

Students remain at YWLA from sixth through twelfth grade, which means that they are together through many years of tremendous developmental change. YWLA provides a comprehensive guidance program that includes classroom guidance lessons, individual planning, and crisis intervention. Advisory teachers also tailor lessons to meet student needs and provide a continued focus on building and maintaining the YWLA sisterhood.

The combined efforts in these key areas create an environment in which all students and teachers find success.

2. Engaging Families and Community

The Young Women's Leadership Academy invites parents to be active stakeholders by including all parent organizations on the Campus Leadership Team. Just as students are encouraged to start their own clubs, parents are encouraged to start parent organizations that help promote student learning and the school's mission of providing all students the academic skills to achieve success in college and life by thinking critically, leading purposefully, and living healthy and responsible lives.

Through the Parent Partnership, parents have a dedicated room on campus where they can meet to discuss parent issues or receive classes on topics that range from understanding state assessment expectations to learning about how to help students with homework to how to eat healthier meals on a budget. Parents in PTSA and Athletic Booster Club support students by providing scholarship funds for graduating seniors and providing capital improvements for students that include supplies for teachers. Parent commitment to both their child and the school itself ensure that both individual student and campus goals are met.

The College Bound Advisor meets with each high school family for one-to-one conferences to guide them through the college application and financial aid application processes. This personalized support

encourages parents to support their daughter's dream of graduating from a four-year university and ensures that students successfully enroll in college.

To further support the academic development of students, YWLA has partnered with the UT Health Science Center in order to apply for their highly selective biomedical research program. With only 20 students selected throughout the city, YWLA has had a minimum of one student selected for this program each year. St. Mary's University supports YWLA STEM programming by providing an opportunity for high school students to participate in a summer Joint Admission Medical Program. For middle school students, the University of the Incarnate Word invites grade 7 students to participate in a Math Day program that presents different real world scenarios for students to apply math concepts. Fort Sam Houston provides horseback riding lessons for members of the YWLA Equestrian Club through a partnership with the San Antonio Livestock Exhibition. The UTSA PREP program begins accepting YWLA students as 6th graders, and introduces them to engineering and math concepts throughout the summer break. These activities expose YWLA students to real world applications and career opportunities that enhance classroom learning and reinforce student commitment to their personal goals and success.

3. Professional Development

After reviewing state assessment data at the end of every year, department chairs provide recommendations to the principal regarding the professional development they need to receive from content specialists to address students' weakest concepts, what they wish to present to colleagues, and what national conferences they would benefit from attending. In June, campus administrators establish the professional development calendar for the next school year and identify the district, state, and national resources needed to implement the plan. Previous sources have included College Board AP Institutes, National Math + Science Initiative, Science Teachers Association of Texas, and the National Council for the Social Studies.

Professional development that is required for compliance measures, such as blood-borne pathogens, child abuse reporting, and digital citizenship are sent to teachers electronically for completion. Campus-wide target areas, such as writing across disciplines, are identified as additional areas of campus-specific professional development because all teachers need to be focused on these key areas for student achievement to improve across subject areas.

Academic needs are prioritized and campus funding is allocated accordingly. Despite having a very high proficient rating for writing, the advanced level in writing needs improvement. At YWLA, target goals are identified using the STAAR/EOC Level III-Advanced Academic Performance Standard. To support rigorous curriculum and instructional planning, teachers attend AP Summer Institutes and national conferences that present innovative teaching sessions and timely literature. For all core areas in middle school and high school, one representative from each department attends Laying the Foundation professional development. Because of the resources that teachers receive at these sessions, students receive TEKS-focused lessons that challenge them to think critically and receive assessments that align to these more rigorous lessons.

These experiences provide an opportunity for teachers to network with other professionals with the same commitment to self-improvement. Through this network, teachers discuss best teaching strategies and receive assistance with concepts they may struggle with teaching. They also receive peer-to-peer assistance in using software programs for data analysis that can outline TEKS not being mastered and then the teacher can focus learning on these areas.

Administrators receive monthly professional development sessions focused on curriculum expectations and data analysis. This focus on curriculum allows administrators to lead instruction with a stronger knowledge base and to model data analysis for teachers.

4. School Leadership

The driving philosophy at YWLA is that all activities and campus decisions must be for the betterment of all students. With a firm commitment to ensuring 100% of students are college ready, teachers, administrators, and advisory committee members repeatedly ask, “Is this best for all YWLA students?” If the answer is not truly best for all students, the idea or measure will not move forward. YWLA administrators embrace a leadership philosophy that is focused on empowering all stakeholders in the YWLA community to be engaged in the affairs of the campus, advocate for themselves and for others, embrace diverse viewpoints, and drive all to collective and individual success. The principal embodies this leadership philosophy and models effective leadership in action. Challenges are embraced as learning opportunities for all involved.

All teachers have the opportunity to participate in the Campus Leadership Team (CLT), where they work alongside parents and community members to provide input to campus decision making and vote on changes to policies and procedures. Students are able to make presentations and appeals to the CLT, but they also take a more active role in the governing of the school through the Cardinal Senate. These students meet with the principal monthly and share concerns and solutions that relate to the entire student body. Students have presented proposals that called for a change to the final exam exemption policy and another that called for the establishment of activities that focused on deepening the bonds of YWLA sisterhood.

When hiring new teachers, students, teachers, and administrators all have a role in personnel decisions. The student interviewing committee sits with the teacher panel for hiring new teachers, and then students have the opportunity to observe a demonstration lesson required by all teacher applicants. By including students in the interviewing process, quality teachers are retained and students have a personal investment in the teacher’s success.

To further improve student achievement, department chairs have the freedom to propose a change in the instructional day for the purpose of interventions. These changes are coordinated by teachers as needed and have the full support of administration. Administrators respect instructional time and support teachers when they require students to attend certain intervention and/or tutorial sessions. The department chairs provide instructional leadership and are held accountable by the principal. The principal is held accountable by the CLT and the Advisory Committee.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) Math 6</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	99	97	100	100
Advanced Academic Performance	46	26	42	76	69
Number of students tested	89	77	71	72	71
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	98	100	98	100	100
Advanced Academic Performance	43	21	38	76	64
Number of students tested	63	48	53	51	52
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	99	99	99	100	100
Advanced Academic Performance	42	29	42	76	69

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	81	70	67	68	62
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests before the State of Texas Assessments of Academic Readiness started in 2011 - 2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) Math 7</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	95	100	100	100	100
Advanced Academic Performance	17	47	68	61	52
Number of students tested	77	68	69	72	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	95	100	100	100	100
Advanced Academic Performance	16	45	64	54	56
Number of students tested	56	49	47	50	48
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	94	100	100	100	100
Advanced Academic Performance	15	44	69	62	53
Number of students tested	66	61	65	65	58
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests before the State of Texas Assessments of Academic Readiness started in 2011 - 2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) Math 8</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100		97	100	100
Advanced Academic Performance	65		63	32	39
Number of students tested	66		62	62	64
Percent of total students tested	100		97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100		100	100	100
Advanced Academic Performance	62		60	36	36
Number of students tested	45	0	42	44	50
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100		100	100	100
Advanced Academic Performance	62		66	34	37
Number of students tested	61	0	58	53	51
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: In 2012-2013, all 8th grade students did not take STAAR Math 8, as they were all enrolled in Algebra I and took only the STAAR Algebra I exam. In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) Algebra End of Course</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	97	94	
Advanced Academic Performance	80	87	61	39	
Number of students tested	50	68	76	49	
Percent of total students tested	100	100	99	100	0
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	98	92	
Advanced Academic Performance	77	88	28	33	
Number of students tested	31	43	53	39	0
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100	92	
Advanced Academic Performance	78	86	0	33	
Number of students tested	45	64	71	39	0
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Algebra I is a course for 8th grade students. 8th grade students take the STAAR Math 8 and the STAAR Algebra I exams. In 2012-13, 8th grade students took only STAAR Algebra I. In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) Reading/ELA 6</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	96	96	100	100
Advanced Academic Performance	32	32	47	86	81
Number of students tested	89	77	71	72	71
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	94	96	100	100
Advanced Academic Performance	25	23	38	87	77
Number of students tested	63	48	53	51	52
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	97	97	100	100
Advanced Academic Performance	28	33	46	85	81
Number of students tested	81	70	67	68	62
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests before the State of Texas Assessments of Academic Readiness started in 2011 - 2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) Reading/ELA 7</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	97	100	100	100
Advanced Academic Performance	36	48	62	73	53
Number of students tested	77	68	69	72	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	96	100	100	100
Advanced Academic Performance	34	41	57	70	54
Number of students tested	56	49	47	50	48
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	97	100	100	100
Advanced Academic Performance	34	46	62	71	52
Number of students tested	66	61	65	65	58
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests before the State of Texas Assessments of Academic Readiness started in 2011 - 2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) Reading/ELA 8</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100		97	100	100
Advanced Academic Performance	65		71	75	66
Number of students tested	66		62	62	64
Percent of total students tested	100		97	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100		100	100	100
Advanced Academic Performance	60		69	75	62
Number of students tested	45	0	42	44	50
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100		100	100	100
Advanced Academic Performance	64		74	75	67
Number of students tested	61	0	58	53	51
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: All 8th grade students are enrolled in English I not ELA/Reading 8. These students took the STAAR ELA/Reading 8 exam except for the 2012-13 year, when students were not required to take the STAAR ELA/Reading 8. In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) English 1 End of Course</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	94	100	
Advanced Academic Performance	22	39	19	57	
Number of students tested	67	70	62	49	
Percent of total students tested	100	100	95	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	98	100	
Advanced Academic Performance	26	34	22	56	
Number of students tested	46	43	42	29	
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	98	100	
Advanced Academic Performance	23	35	21	54	
Number of students tested	62	66	58	39	
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests. In 2009-2010, the 8th grade enrolled in English I took TAKS Reading 8 only.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessments of Academic Readiness (STAAR) English 2 End of Course</u>
All Students Tested/Grade: <u>9</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Texas Education Agency (TEA)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	100		
Advanced Academic Performance	33	63	29		
Number of students tested	52	46	32		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100		
Advanced Academic Performance	26	57	23		
Number of students tested	35	28	26		
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	100		
Advanced Academic Performance	32	64	22		
Number of students tested	50	42	23		
5. African- American					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: First graduating cohort was in 10th grade in 2011-2012 and took the TAKS Reading/ELA test . In 2009-2010 and 2010-2011, students took the the Texas Assessment of Knowledge and Skills (TAKS) tests, but we did not have sophomores during those years, yet.