2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [ ] Elementary [√] Middle [ ] High [ ] K-12 [ ] Charter

Name of Principal Dr. Robbie J Pipkin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Henry W. Longfellow Career Exploration Academy
(As it should appear in the official records)

School Mailing Address 5314 Boaz Street
(If address is P.O. Box, also include street address.)

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

County Dallas State School Code Number*073

Telephone (972) 749-5400 Fax (972) 749-5401

Web site/URL http://www.dallasisd.org/school/ms/longfellow E-mail rpipkin@dallasisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Michael Hinojosa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson ~~Mr. Jack Lowe~~
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon School award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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.

7. 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.

8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 154 Elementary schools
   - 33 Middle schools
   - 0 Junior high schools
   - 31 High schools
   - 15 Other
   - 233 TOTAL

2. District Per Pupil Expenditure: $ 7,744.00

   Average State Per Pupil Expenditure: $ 7,229.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 9 ___ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**	57	65	122
K				**8**	76	116	192
1				**9**			
2				**10**			
3				**11**			
4				**12**			
5				**Other**			
6	48	51	99				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					413

6. Racial/ethnic composition of the school:

8 % White
27 % Black or African American
63 % Hispanic or Latino
1 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	32
(3)	Total of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	419
(5)	Total transferred students in row (3) divided by total students in row (4)	387
(6)	Amount in row (5) multiplied by 100	38700

8. Limited English Proficient students in the school: 9 %
23 Total Number Limited English Proficient
Number of languages represented: 5
Specify languages: Spanish; Romanian; Korean; Portuguese, Czech

9. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 238

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___42_____%
___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.

____Autism	____Orthopedic Impairment
____Deafness	_1__Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
_1__Emotional Disturbance	_1__Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___2____	_____
Classroom Teachers	__31____	_____
Special resource teachers/specialists	__0____	_____
Paraprofessionals	___1____	_____
Support staff	__19_____	_____
Total number	__53____	_____

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 _14:1__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	99%	99%
Daily teacher attendance	96%	97%	97%	98%	97%
Teacher turnover rate	16%	10%	6%	6%	3%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Snapshot of Longfellow

Excellence Everyday! It just does not get any simpler or more precise than that. Our motto is what motivates us as a faculty to create the atmosphere that we do. Each day is spent working with this goal in mind. Our students see it on our bulletin boards, hear it in announcements and as a rule, understand that nothing less than excellence is accepted. It is for this reason that our induction of National Junior Honor Society students this year was one of the highest that we have ever had. The number continues to grow each year. Our mission is simple – provide an environment that motivates students to excel both academically and socially in a climate of mutual respect.

How best to capture Longfellow? We are a small middle school housing 6th, 7th and 8th grade students. The total student population is 424 students with a faculty and staff totaling 53 people. The make-up of the student body is very diverse among the backgrounds, ethnicities and socio-economic factors. Students understand before they arrive on campus that much is expected of them, and they live up to those expectations. Walk down our corridors at any time and you not only will see our excellence in action, but hear it also. You will hear it in the passion of our language teachers teaching Poe, our history teachers describing the journey of Lewis and Clark or our math teachers leading expeditions to measure items using their own vehicles for hands on activities. Our curriculum supports not only the core subjects of language arts, math, science and social studies, but also our award-winning band, multi-award winning art, theatre arts, journalism and robotics. Our robotics team consistently wins competitions by taking first place in contests they enter. We have even seen our students enter and win a design contest for the cover of the book used to choose a high school magnet program. We accept nothing less than excellence.

We also strive for excellence in our approach to student government. On a yearly basis our student council spearheads a community service project that helps to enlarge the coffers of local food banks. This year alone we were one of the top contributors in providing food for a battered woman's shelter. Our NJHS also heads up community service projects. This year, in conjunction with Starbucks, our students collected many toys in their local toy drive. Each child came away with the feeling of goodwill for having helped those less fortunate.

Because we are not a neighborhood school, we have to find ways to enrich the students lives and make them well-rounded young people. Our band, art program, theatre arts class and choirs provide this outlet. Each works independently, as well as together, to create opportunities for the students to excel. Each department accepts this challenge and rises to the occasion.

Longfellow also offers our student body the opportunity to earn high school and college credit while in middle school. In our foreign language department, those students taking Spanish II and French II will study for and take the Advanced Placement exam and earn credits toward their college years. We also offer AP exams in Algebra. The commitment toward these programs is typical of the approach taken by all at our school.

As you can see, our attitude at Longfellow is one that is best exemplified by our motto, Excellence Everyday! No excuses, just results!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The reading result of the Texas Assessment of Knowledge and Skills (TAKS) test reveal that on the eighth grade level 100% of the 185 students tested met the standard for passing. We proudly state that 59% of those passing earned a "Commended Performance" score.

The eighth grade mathematics results of the (TAKS) reveal 92% of the 185 students tested met the standard for passing. "Commended Performance" was earned by 23% of those meeting the passing standard.

The seventh grade reading results of TAKS test revealed that of the 201 students taking the test, 199 of them or 99% met the passing standard. We are proud of the 33% that scored a "Commended Performance."

The seventh grade writing results of the TAKS test revealed that of the 200 students tested, 100% of them met the standard for passing. "Commended Performance" scores were earned by 47% of the students meeting writing standards.

The seventh grade mathematics TAKS data revealed that of the 201 students tested, 92% met standards for passing. We are proud of the 17% that received "Commended Performance" scores.

When we examine our scores within the different subgroups, you will notice a difference from the overall view, specifically in the Mathematics Demographic Summaries. Eighth grade subgroups revealed the following percent (%) of students met the passing standard: males 92%; females 92%; Asians 100%; African Americans 84%; Hispanic 95%; White 88%; and the Economically Disadvantaged with 96% meeting standards. Our Migrant and Limited English Proficient students passed with 92% meeting standards.

The Mathematics Demographic Summary of seventh grade TAKS test subgroup results reveal the following percentage(%) of students met the passing standard: males 95%; females 89%; Asian 100%; African American 84%; Hispanic 94%; White 92%; Economically Disadvantaged 92%; LEP 100%.

Information regarding the state assessment system may be found through the following web site: http://www.tea.state.tx.us/cgi/sas/broker

2. Using Assessment Results: We analyze and use data in a variety of ways. It is used to identify areas of strengths and weaknesses, which enables our teachers to prepare and plan lessons. It allows them to select the proper instructional approach. The information helps us to choose and purchase instructional materials; design specific individualized materials to deal with problems areas; and to enhance strengths of students. We use data to make decisions regarding the need for tutoring and class choices for students.

Data is used to compare our schools' progress to determine needs for staff training, and enhancement to contribute to student growth. The comparison helps to provide direction for the following year by designing a plan of action and strategies to improve (Campus Improvement Plan). We set educational goals for staff and a school wide commitment to the goals.

The data is also used to compare student's performance on standardized test with the curriculum and grade level objectives as one indicator of the successfulness of the curriculum and school program. It informs students of their skill achievement. These results allow our staff to look at the effectiveness of our performance.

3. Communicating Assessment Results: Realizing parents are our student's most influential teachers; we stress clear, open, continuous communication regarding student performance. Parental contact is made to praise or seek help via telephone; notes; letters sent by students or U.S. mail; face to face conferences with students and /or parents; post cards; and the use of E-mail.

We inform and share test results by distributing individual student test result forms personally during Parent Teacher Conference Meeting. If they can't attend, we give the results to students to carry home.

The counselor appears on the agenda during PTA Meeting to explain the standardized tests taken by our students annually.

Each year the principal meets, with parents to tell them of our "School's Report Card", – which is a state rating based on our test performance. She also sends a letter to parents informing them of the rating and report card.

The community is informed of how we are doing by the academic rating proudly printed on a flag hanging in front of our building. There is information placed periodically on the marquee.

4. Sharing Success: Our school starts a process of sharing its successes as each school year begins. Open House is when we share the successes of our students and school accomplishments with parents and family members who visit the school to check the progress of their children. During these visits we are afforded the opportunity to keep the interest levels high as we prepare to continue the recruitment efforts that help keep our school populated. We eventually participate in the Magnet School Fair, which serves as the kick-off to inviting students to take a closer look at us. To the 5^{th} and 6^{th} grade elementary students, we compare and share our successes with those of other middle schools and magnet academies. Now the entire recruitment process is in place and ready for delivery.

To really peak the future students' interests, we offer them the opportunity to visit our school via the Spotlight/Shadow Program. This program gives a student individual time to visit our school and spend the day in classes, escorted by a currently enrolled student. The elementary school principal approves the visit; therefore, the student is in compliance with attendance for that day. Students are exposed to learning all they can about our school while they experience a school day on our campus. Group tours are arranged and elementary grade teachers accompany their classes to our school. On the tour students visit in and out of classrooms throughout the school and experience special presentations that have been prepared for their visit. Recruitment information is shared in an assembly setting in the auditorium. The assembly presentation is taken to elementary campuses when it was not possible for them to visit us.

Our efforts to share our successes during the recruitment period ex tend beyond the campus. We use local radio broadcast announcements as an effort to get the attention of parents and interested students. We have also advertised via Dallas Morning News, as well as, posted flyers with information about our school on the announcement boards at DART (Dallas Area Rapid Transit) rail stations. The same flyers are additionally distributed among other schools, malls, churches and even grocery stores throughout.

Recruitment comes to a close, the selection process ends, and orientation is held for the students who have been accepted as our newest students. At orientation, students receive the invitation to accept the role and responsibility they will have, as they become a part of our successes.

Internally, within the district, we inform other campuses via the Communicator, which is a newsletter for employees of the Dallas Independent School District. If you pass our school on any given day, read the

marquee at the corner of the campus walkway. There, we proudly boast the ongoing successes of our students throughout the year.

As a school, department, or an individual, we humbly give or share anything we can. We invite presenters to conduct professional growth training for our teachers in core area departments. The invitation is extended to area middle schools whose teachers are in need of similar skill enhancement. Administrators and teachers share ideas and strategies that prove successful at meetings, as well as, when called upon via telephone. We share instruction tips, great resource information, or procedural strategies that will ensure success. We have even shared the use of our building when an area's school building was without air conditioning. When they called, we welcomed them to hold their scheduled program in our auditorium. We are all here for the children in this school district.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Mathematics The math curriculum is a rigorous curriculum driven my NCTM standards. The curriculum is student centered in that it is approached from the stand point of exploration. Students are held accountable for sharing solutions and explaining their approach to problem solving. It is the mission of our math teachers that all students become life long problem solvers. The curriculum offers Pre – AP courses in Algebra I and Math 7.

Social Studies
The social studies curriculum covers the history of the United States from the founding of the first successful English settlement at Jamestown to the reconstruction period after the Civil War. Determining the cause and effect of major events and actions helps the students to understand the significance of these. Probing questions are utilized in class discussions extending learning beyond the required curriculum. Higher order thinking skills are taught and emphasized in classroom activities. Vocabulary activities promote better comprehension of the core content.

Language Arts
The Language Arts curriculum focuses on delivering a wide variety of literature through student verbal interaction with the text by using foldable and/or manipulative to comprehend author's theme. A significant emphasis is the development of an extensive vocabulary through wide reading and direct teaching using two different vocabulary programs consisting of three different reading levels.

Science
The curriculum is based on Texas State science Standards and National Science Standards. The science program focuses on five core objectives: understanding the nature of science, living systems and the environment, structures and properties of matter, motion, forces, and energy, and earth and space system. Fifty percent of the instructional time is used for laboratory activities. Students conduct experiments and do hands-on-activities to learn to value curiosity, openness, inquiry, and use critical thinking skills in science as part of their daily lives. Students implement investigative procedures, collect data, organize data, examine data, evaluate data, and communicate valid conclusions. The curriculum is designed to help student explore meaningful scientific thought and research.

Art
The Art curriculum focuses on the analyzation of art by learning the historical and political implications for each piece of art. From this instruction, they create original artwork through direct observation, personal experience and imagination. Students are then given the opportunity to take ownership of their own learning by sharing knowledge with their peers. Another component is the strengthening of other content areas through art. For example, students use art to strengthen their math skills by using estimation, measurement, etc in portrait and life drawings.

Foreign Language
The foreign language curriculum is a major part of Longfellow's course offerings. Both French and Spanish are offered at the middle school and high school level. Students take level one in seventh grade and level two in eighth grade. We have also started to develop an AP program in Spanish. For the past two years, we have students who prepared and passed the Advanced Placement Exam in Spanish language.

2. English/Language Arts: In the English/L.A. department our focus is on the whole child. Students are taught to communicate ideas through written expression. They develop ideas in a logical, coherent and interesting manner that promotes clarity. The mastery of grammar is an essential part of the curriculum. Sentences are deconstructed and rebuilt using diagramming and sentence stripping. Pre-Advanced

Placement classes allow students to read novels and complete long-term projects integrating the English/L.A. curriculum with other content areas. Additionally, the acquisition of an extensive vocabulary through word study and wide reading is a major thrust in the curriculum. Students who read below grade level can be placed in three different reading levels of two vocabulary programs. A three-part reading model that is meaning-centered and student centered – teacher is the facilitator - using the "Before, During and After" reading strategy is taught. inferencing and interpretative thinking are stressed to focus on the meaning of ideas. Other components involve silent/oral reading, independent reading (novels) and reading fluency. Upon leaving us, students have obtained the skills needed to make them well rounded and whole.

3. Career and Technology Education: Henry W. Longfellow Career Academy is unique in that it boasts an integrated Synergistic Technology Education course. This career-focused course is laboratory based and is designed to allow students to develop skills that are critical to everyday life. Synergistic curriculum topics and career pathways range from fashion design and marketing to engineering and robotics. This curriculum is delivered via self-sufficient technology workstations and hands-on activities that require critical thinking and problem solving skills to be applied. An added benefit of the Synergistic Technology Education laboratory is that each area studied integrates math, science, writing, reading, and research into the curriculum.

The most positive aspects of the laboratory are that students learn to follow instructions, they get to experience the curriculum, and they are exposed to careers they might not have realized were available to them. Longfellow is the only school in Texas that offers its students a complete Synergistic laboratory with 63 career and Technology education related modules or practicing teamwork and communication. All components of the laboratory classroom work together in synergy to ensure the success of students in aspects of everyday life, setting career goals, and learning to be successful in the workplace.

The reality is that almost every student will have to choose a career someday. No matter what career a student chooses, he or she must be prepared for the world of work. Career Investigation give students the opportunity to explore the various career areas that exist and introduces them to the realities involved with the workplace.

We prepare our students to enter a workforce noted for its cultural diversity. For students to become productive workers and responsible citizens, they must be open to cultural differences. When we work with students and as they learn about skills and attitudes in the workplace, we also teach them to keep in mind the diversity of the people they are likely to encounter in every aspect of their working lives.

4. Instructional Methods: To improve student learning, the staff in all content areas uses Higher Order Thinking Skills. This framework includes gathering, organizing and analyzing information, generating ideas, synthesizing elements and evaluating outcomes. The staff uses a matrix of thinking skills that represents a compilation from Bloom and other leading researchers on thinking. The major categories are problem solving, decision making, inferences, divergent thinking and evaluative thinking. Teachers strive to become experts in developing academic questions which require students to search the text, content and material for an answer and that can be supported by references to the text. The premise is that if the academic question is effective, then the student should be able to give the correct answer. "I don't know" from the student is respected. Teachers believe in adapting the content to the learning style of the student.

The staff believes in the differentiated classroom which includes variable pacing, varied grading criteria, and multiple learning materials. Student differences are the basis for planning and if the feedback and the on-going assessment is frequent and specific, then students will improve. Growth is defined individually from the student's starting point. If prerequisite skills are needed, the teachers provide them. Multiple-option assignments are frequently implemented to ensure student learning and improvement. Teachers want students to become self-reliant learners. Peer tutoring and cooperative learning are methods that are

effective. The philosophy of improvement is also reflected in the way student and teacher solves problems together. Establishing goals for the individual and the entire class is an important belief by the staff. Therefore, students are assessed in multiple ways that include alternative assessments. The most effective instructional method is the continual effort to teach the way the student learns.

5. Professional Development: Our Campus Professional Development thrusts may be characterized as a combination of intensive team planning, mentoring, professional sharing of strategies and materials, and commitment to student achievement. Our uniqueness is also reflected in the family atmosphere combined with strong leadership. As a result, the effects of the Staff Development Program are reflected in the bell-to-bell teaching/learning day. Teachers go beyond and increase the level of knowledge for their particular content area. Many teachers take advanced courses to learn about other content areas. Lastly, teachers purchase materials and resources to enrich the curricula in order to impact student achievement.

The staff attends required district-wide training. For example, Pre-AP and AP teachers attend training provided by Advanced Academic Services and College Board. New teachers attend New Teacher Support and Development. There is an acute awareness of new teacher needs and this is addressed through meetings, support, collaboration, modeling of strategies and a "won't give up" attitude. New teachers are taught test-taking strategies from the onset. Consequently, the commitment is also shown on the part of the new teachers. Clearly, this attitude impacts student achievement.

Teachers attend professional conferences and read books about their content areas. They are encouraged to keep learning and using new ideas for the students. For example, the English/language arts/reading department purchased an entire series of books to help with comprehension strategies. These strategies are modeled for all subjects. The notion that knowing how to read in all content areas is embraced by the entire faculty and is reflected in student achievement.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[*Data Display Table for Reading (language arts or English) and Mathematics*]

Subject_Reading_____ Grade__7_ Test Texas Assessment of Knowledge and Skills

Edition/Publication Year_____ Publisher_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	99%	98%	97%	98%	
% "Exceeding" State Standards	33%	34%	23%	17%	
Number of students tested	201	195	211	18%	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus "Exceeding" State Standards	100%	100%	94%	98%	
% "Exceeding" State Standards	37%	36%	14%	15%	
Number of students tested	57	42	70	52	
2. Hispanic					
% "Meeting" plus "Exceeding" State Standards	98%	97%	98%	98%	
% "Exceeding" State Standards	32%	34%	27%	15%	
Number of students tested	125	134	122	109	
3. Economically disadvantaged					
% "Meeting" plus "Exceeding" State Standards	99%	97%	98%	99%	
% "Exceeding" State Standards	34%	34%	23%	18%	
Number of students tested	135	140	146	107	
4. LEP					
% "Meeting" plus "Exceeding" State Standards	80%		83%		
% "Exceeding" State Standards	20%		33%		
Number of students tested	5		6		

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[*Data Display Table for Reading (language arts or English) and Mathematics*]

Subject_Writing_____ Grade__7_ _ Test Texas Assessment of Knowledge and Skills

Edition/Publication Year_____ Publisher_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100%	99%	99%	95%	
% "Exceeding" State Standards	47%	39%	30%	10%	
Number of students tested	200	194	211	175	
Percent of total students tested	99%	99.5%	100%	99.4%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus "Exceeding" State Standards	100%	98%	99%	88%	
% "Exceeding" State Standards	40%	34%	26%	8%	
Number of students tested	57	41	70	51	
2. Hispanic					
% "Meeting" plus "Exceeding" State Standards	99%	100%	98%	98%	
% "Exceeding" State Standards	47%	39%	31%	9%	
Number of students tested	125	134	122	105	
3. Economically disadvantaged					
% "Meeting" plus "Exceeding" State Standards	99%	100%	98%	96%	
% "Exceeding" State Standards	47%	36%	32%	7%	
Number of students tested	136	140	146	102	
4. LEP					
% "Meeting" plus "Exceeding" State Standards			100%		
% "Exceeding" State Standards			17%		
Number of students tested			6		

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[*Data Display Table for Reading (language arts or English) and Mathematics*]

Subject Mathematics Grade 7 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year_____ Publisher_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92%	92%	90%	92%	
% "Exceeding" State Standards	17%	19%	11%	8%	
Number of students tested	201	195	211	180	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus "Exceeding" State Standards	84%	88%	80%	85%	
% "Exceeding" State Standards	7%	7%	3%	6%	
Number of students tested	57	42	70	52	
2. Hispanic					
% "Meeting" plus "Exceeding" State Standards	94%	94%	93%	94%	
% "Exceeding" State Standards	20%	22%	16%	9%	
Number of students tested	125	134	122	109	
3. Economically disadvantaged					
% "Meeting" plus "Exceeding" State Standards	92%	91%	89%	95%	
% "Exceeding" State Standards	18%	21%	10%	7%	
Number of students tested	135	140	146	107	
4. LEP					
% "Meeting" plus "Exceeding" State Standards	100%		67%		
% "Exceeding" State Standards	0		17%		
Number of students tested	5		6		

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[*Data Display Table for Reading (language arts or English) and Mathematics*]

Subject Reading Grade 8 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year_____ Publisher_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100%	97%	99%	97%	
% "Exceeding" State Standards	59%	46%	32%	24%	
Number of students tested	185	195	173	204	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus "Exceeding" State Standards	100%	98%	98%	92%	
% "Exceeding" State Standards	63%	43%	32%	17%	
Number of students tested	38	50	53	53	
2. Hispanic					
% "Meeting" plus "Exceeding" State Standards	100%	97%	99%	99%	
% "Exceeding" State Standards	56%	47%	32%	25%	
Number of students tested	133	122	102%	144	
3. Economically disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100%	97%	99%	99%	
% "Exceeding" State Standards	57%	42%	32%	21%	
Number of students tested	122	147	96	142	
4. LEP					
% "Meeting" plus "Exceeding" State Standards		100%			
% "Exceeding" State Standards		50%			
Number of students tested		6			

FORMAT FOR STATE CRITERION-REFERENCED TESTS

[*Data Display Table for Reading (language arts or English) and Mathematics*]

Subject Mathematics Grade 8 Test Texas Assessment of Knowledge and Skills

Edition/Publication Year_____ Publisher_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92%	73%	87%	80%	
% "Exceeding" State Standards	23%	17%	18%	6%	
Number of students tested	185	195	173	204	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus "Exceeding" State Standards	84%	51%	72%	74%	
% "Exceeding" State Standards	13%	3%	17%	6%	
Number of students tested	38	58	53	53	
2. Hispanic					
% "Meeting" plus "Exceeding" State Standards	95%	82%	92%	82%	
% "Exceeding" State Standards	25%	23%	18%	6%	
Number of students tested	133	122	102	144	
3. Economically disadvantaged					
% "Meeting" plus "Exceeding" State Standards	96%	74%	89%	80%	
% "Exceeding" State Standards	25%	17%	18%	4%	
Number of students tested	122	147	96	142	
4. LEP					
% "Meeting" plus "Exceeding" State Standards		33%			
% "Exceeding" State Standards		0			
Number of students tested		6			

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

[*Data Display Table for Reading (language arts or English) and Mathematics*]

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 7 – 8 Test ITBS_____

Edition/Publication Year_____ Publisher_____

Scores are reported here as (check one): NCEs √ Scaled scores ____ Percentiles____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES	69	68	66	79	
Total Score Median % Tile	387	388	380	382	
Number of students tested	100%	99%	99%	100%	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Afr. Amer.(specify subgroup)					
Number of students tested	95	100	121	104	
2.Hispanic (specify subgroup)					
Number of students tested	259	255	222	252	

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

[*Data Display Table for Reading (language arts or English) and Mathematics*]

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 7 – 8 Test ITBS_____

Edition/Publication Year_____ Publisher_____

Scores are reported here as (check one): NCEs √ Scaled scores ____ Percentiles____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES	75	74	73	82	
Total Score Median % Tile	387	389	381	380	
Number of students tested	100%	99%	99%	100%	
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.Afr. Amer.(specify subgroup)					
Number of students tested	95	100	121	104	
2.Hispanic (specify subgroup)					
Number of students tested	259	255	222	250	