

PART I - ELIGIBILITY CERTIFICATION

11TX14

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. 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.
8. 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.
9. 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.
10. 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

11TX14

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 182 Elementary schools
 (per district designation) 50 Middle/Junior high schools
49 High schools
15 K-12 schools
296 Total schools in district
2. District per-pupil expenditure: 8021

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	49	54	103
3	0	0	0		10	43	57	100
4	0	0	0		11	41	50	91
5	0	0	0		12	32	33	65
Total in Applying School:								359

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
97 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2009	359
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 5%

Total number of limited English proficient students in the school: 18

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 75%
 Total number of students who qualify: 271

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

A large percentage of our Hispanic students come from lower SES immigrant backgrounds. Our experience with our students and their parents indicates that many parents are reluctant to share/provide financial information to any organization that they perceive as being a government organization (i.e., for school lunch applications, applications for financial aid, and more) In addition, a significant number of our parents have limited literacy skills. Thus, we believe that the number of students eligible for free/reduced-price meals may be significantly higher, if applications had been submitted or if they had been completed accurately.

10. Percent of students receiving special education services: 1%
 Total number of students served: 3

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>3</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

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>37</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	97%	96%	96%	97%	98%
Teacher turnover rate	10%	5%	0%	11%	11%
High school graduation rate	100%	100%	100%	100%	98%

If these data are not available, explain and provide reasonable estimates.

From Fall 2007-May 2010, teacher attendance was impacted by health problems of two teachers who had cancer surgery and underwent chemotherapy. In the 2008-2009, one of those teachers continued with cancer-related treatments and then died in early 2010. During 2009-2010, another teacher had health issues that resulted in high absenteeism, and in January 2010, she retired due to these health issues.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>60</u>
Enrolled in a 4-year college or university	<u>53%</u>
Enrolled in a community college	<u>25%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>12%</u>
Military service	<u>2%</u>
Other	<u>8%</u>
Total	<u>100%</u>

“I believe in myself and my ability to do my best. I will think. I will listen. I will actively participate in my own success. I will act like a proud member of Eastwood Academy High school. I will do all of this with one purpose in mind: To give my best, for this day will not come again.”

Eastwood Academy embraces this creed and remains committed to mentoring, encouraging, and instructing students to develop academically, socially and physically, and to become the best that they can as they prepare for college. Our school’s mission is to maximize each student’s academic achievement and personal responsibility by building on his or her individual strengths and background. Eastwood Academy strives to nurture, educate and challenge students in a culture of success and excellence built on a proven history of collaboration, community building, a strong focus on student progress, and the systematic and judicious use of resources. Eastwood Academy believes that all of our students, regardless of their socioeconomic or ethnic backgrounds, or their prior academic preparation, can succeed. We firmly believe in our students’ ability to attend college, and our Eastwood Academy staff is determined to do whatever it takes to give our students a strong academic foundation. Therefore, our school slogan is “One Mission, One Vision, One Purpose: College-Bound!”

Eastwood Academy High School opened its doors as an educational choice for families in Houston’s historic East End. This small internal charter high school is committed to academic excellence and a rigorous college-preparatory program. Eastwood offers students a challenging program with an emphasis on English Language Arts, Math, Science, Technology, and Fine Arts. Students complete academic coursework through Houston Community College dual credit classes, Advanced Placement courses and rigorous high school classes. Eastwood Academy is currently a candidate school for the International Baccalaureate MYP program.

Eastwood Academy serves a primarily Hispanic student body (97%) with most of the students coming from the Eastwood area; 98% of them will be first generation college students. Based on 2007 community demographics data, approximately 63.8% of Eastwood residents lack a high school education. The median income is about \$35,000 and the area is subjected to above average crime activity. Eastwood Academy addresses the needs of this student population, mindful of these demographics but not lowering expectations because of them. Eastwood’s student-center pedagogy, based on a constructive theory of education, is designed to enable all students to reach their college-bound potential. Our academic focus is guided by an instructional philosophy of project-based learning in a student-centered atmosphere where faculty members serve as facilitators and mentors.

Currently, Eastwood has an enrollment of 360 and will surpass 400 in 2012. This size allows us to create a community of learners where teachers/staff know every student and where the core values – nurture, educate, challenge – can be implemented with consistency and individualization. In recent years, we have enjoyed a 100% graduation rate with 100% being accepted into college. Our immediate goal is to have 100% of our students accepted and enrolled in four year colleges. All senior students receive individualized assistance completing their FAFSA forms and college applications, and are honored in a formal Senior Signing Day celebration.

Highly effective teachers drive student achievement and every Eastwood teacher is certified in her/his area of instruction; many have advanced degrees. Most core teachers have ESL and G/T certifications. Classrooms utilize research-based strategies designed for gifted programs to challenge students academically in differentiated learning environments. Teachers meet weekly to examine student data and incorporate Critical Friends techniques to study student work. All staff members collaborate on issues of curriculum, funding, human resources, community involvement, technology, student discipline, and parent conferences.

Eastwood Academy is committed to campus-wide literacy development. We use the Accelerated Reader program, something not commonly done for high schools, and implement a highly-individualized approach using Lexile scores, reading levels and Zone of Proximal Development to guide students in choosing appropriate reading that will enhance reading skills and increase vocabulary. Since many Eastwood students are English Language Learners, vocabulary development is essential to academic success and achievement on high stakes testing.

Project-integrated learning forms the structural backbone of the Eastwood Academy curriculum. Students participate in annual school-wide projects. One is usually an interdependent, cross-curricular and collaborative project and the other is a service learning project involving all students in a community outreach activity. Eastwood Academy provides opportunities for learning that might not otherwise be available to our students. Student groups have traveled to Europe over Spring Break on educational trips which were funded by student, parent and staff fundraising activities. Eastwood students are exposed to Houston's resources and work as volunteers at the Habitat for Humanity, the Houston Food Bank, the Bayou City Art Festival, and Trees for Houston, the Bayou Preservation Society, to name but a few sites.

All students sign the Eastwood Honor Code which is central to our mission and focus as a college preparatory school. We believe that integrity is the foundation for learning and helps foster a spirit of mutual trust, respect, and honesty. Eastwood sets high expectations for behavior and academic preparation. Eastwood students are expected to be principle-centered leaders who continually learn through a service-oriented lifestyle. Co-curricular and extracurricular activities are critical components to help students find their personal strengths and niche in the community. Parent involvement is required and expected at Eastwood Academy, and applicants and their parents are made aware of the community service requirements for both students and parents. Parents participate in school events, organize and oversee school's fundraisers, volunteer in the office, and attend field trips.

Eastwood Academy High School offers the children of Houston's East-End a strong college preparatory education with an emphasis on advanced academics, service oriented activities, and parental involvement. Our unique educational program brings many benefits to the East-End neighborhoods by empowering our students with a sense of pride, ownership, and commitment to improve themselves and their community.

1. Assessment Results:

Eastwood Academy students participate in the Texas Assessment of Knowledge and Skills (TAKS) testing program, as do all students in Texas public schools. TAKS testing is done in the spring of every year. The TAKS test is a criterion-referenced test given at the high school level in Mathematics and Reading in ninth grade and English Language Arts, Mathematics, Science, and Social Studies in tenth grade. All eleventh grade students are required to pass EXIT Level tests in English Language Arts, Mathematics, Science, and Social Studies in order to graduate.

TAKS is aligned to the state curriculum, the Texas Essential Knowledge and Skills (TEKS), and measures student mastery of the defined knowledge and skills at each tested grade level. Results of the TAKS administration are used to determine each Texas school's accountability rating. Schools are ranked Exemplary ($\geq 90\%$), Recognized ($\geq 75\%$), Acceptable ($< 75\%$), or Unacceptable ($< 65\%$) depending on the performance of all students and each student group meeting minimum size in all tested subject areas. Moreover, the school's performance is compared with the state, the district, and the campus group data in the Academic Excellence Indicator System (AEIS) report. The campus group report shows the average performance of a group of 40 schools in Texas that are demographically comparable to Eastwood Academy High School based on the percentage of the African American, Hispanic, White, economically disadvantaged, limited English proficient (LEP), and mobile students enrolled during the school year.

An exemplary campus for three consecutive years, Eastwood Academy High School embraces best practice instruction to support student achievement and college-career preparation. Bell-to-bell instructions coupled with rigorous Pre-AP and AP curriculum delivered by supportive instructors prove effective in helping committed students attain the high expectations set for them.

Reviewing five years of Reading, English Language Arts and Math TAKS scores at Eastwood Academy High School, one will notice the striking data showing 89-100% passing rates for all five years in all subgroups. Eastwood Academy High School has received an Exemplary rating from TEA for the past three years and Recognized the two previous years. Thus, our instructional staff began focusing on increasing commended performance in all tests and all subgroups.

An analysis of Reading scores in ninth and tenth grades show that Eastwood Academy High School's commended scores doubled over the course of five years. Eleventh grade commended scores also improved significantly, especially the economically disadvantaged subgroup which showed an increase of 33%. Our Reading/ELA scores are constantly higher than our district, state and campus group. In some cases, Eastwood Academy High School has a 30-35% gain over similar socioeconomic schools. Over the five year period from 2006 – 2010, the passing rate has remained high.

Upward trends in Eastwood Academy High School's Math scores at the commended level are even more dramatic. Over the five-year period, the number of 9th graders commended increased from 24 to 53 and the number of 11th graders commended students increased from 21 to 56. More astonishing is our 10th grade commended students who improved from 8 to 32 over the same period. Just as significant are the gains in commended Economically Disadvantaged students who increased from 8 to 29.

We attribute these annual increases in commended performance to several factors: individual student analysis of previous test and benchmark performance; the involvement of our staff in professional learning communities; a school-wide commitment to developing reading, language and vocabulary skills; and a continued focus on "value-added" instruction.

While Eastwood Academy High School is committed to increasing commended performance rates on TAKS, we also set our sights on increasing performance on PSAT, SAT, ACT and AP scores.

Consistently surpassing district, state, and national averages, Eastwood Academy High School students demonstrate readiness for a challenging college experience. However, much more work is needed to ensure that all Eastwood Academy High School students score at competitive levels on these high stake tests.

A detailed explanation of the Texas assessment and accountability system can be accessed at www.tea.state.tx.us/.

Eastwood's Campus Accountability charts are available at http://ritter.tea.state.tx.us/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&prgopt=2010/acct/camptabl2.sas&ptype=H&year4=2010&search=campback&year2=10&topic=acct&gifname=g_d atatable2010campus&title=Accountability%20Data%20Table&level=Campus&campback=101912301

2. Using Assessment Results:

Eastwood Academy employs a results-oriented approach to data that drives the goal of continuous improvement for all students. Each year begins with each department compiling a subject profile of each student that contains the disaggregated data from 8th grade TAKS and Stanford 10 scores, PSAT, ACT, SAT and AP scores, and common assessment data. Early in the fall each department gives pre-TAKS diagnostics and common benchmarks to ascertain what the student has retained and how much knowledge may have been lost over the summer. Curriculum adjustments are made accordingly. As the semester progresses, the staff monitors attendance, dropout rates, cyclical course grades, and parent meeting attendance where said data is discussed on how the parents can help achieve our goals. Common benchmark assessments, designed by the district for each subject, are given and each department meets to discuss results and make adjustments to curriculum delivery. Online and in person tutorials are assigned to students with identified weaknesses and re-teaching is applied. Before the end of the fall semester, another benchmark is taken in each subject to ascertain if growth for each student in each subject has taken place. This data is broken down and color coded for Commended, Met Standard, and Not Met Standard; designations given by the state for measurement. Specific strategies are applied for each group for the spring semester. Those Not Meeting Standards are assigned to mandatory tutorials in the mornings as well as the evenings, Saturdays, and sometimes Sunday. The Met Standard group is given opportunity to come to several weekend review sessions with different formats to prepare them to move from just passing to the commended level. Curriculum adjustments are continuous by each department while the administration does extensive visits and evaluations as to teacher effectiveness. All of these measures are utilized to support student growth and reach future goals.

Eastwood uses TEA accountability tables, Education Value Added Assessment System (EVAAS); Academic Excellence Indicator System (AEIS); Public Education Information Management System (PEIMS); Houston Independent School District (HISD) Chancery; Campus on-line data sets, and input from teachers, parents, and students to evaluate the school's strengths and challenges. Our systematic approach to evaluating data is consistent with our mission: to maximize each student's academic achievement and personal responsibility, building on his or her individual strengths and background. By adhering to this mission, we prepare students for the best college education available to them.

3. Communicating Assessment Results:

Eastwood Academy communicates with parents with home letters, progress reports, report cards, and assessment results. Additionally, the staff translates these reports into Spanish since more than 97% of our student body is Hispanic. Parents receive assistance in completing Houston ISD paperwork which is difficult for those parents with limited English proficiency and at times with very little schooling. Eastwood staff serves as translators to facilitate this process. Eastwood Academy sends home weekly English and Spanish information sheets that provide reminders and a calendar of events.

Eastwood Academy communicates student assessment data to parents, students, and the community through Open House events (by grade level); monthly PTO and grade-level parent meetings; monthly

meetings with the SDMC (Site Based Decision Making Committee); new student/parent informational meetings; curriculum-specific nights (Literacy Night, Math Night, Book Fair, etc...) are scheduled to communicate assessment data.

Eastwood Academy uses Grade Speed, a web-based grade-book that gives parents and students access to current academic reports. Parents can view student attendance and grades by logging into their accounts, and can communicate directly with teachers via e-mail. In August, parent-training sessions help them sign-up for the service and become familiar with Grade Speed.

Throughout the assessment process, students receive individualized assessment data. Student reports explain performance by objective, expectation, and detailed response reports. TAKS and Stanford10 testing dates are published on our webpage; parents receive telephone calls via the Connect-Ed call-out system to remind them of TAKS and Stanford 10 tests, in addition to other testing and benchmark dates.

Eastwood's accomplishments are broadcast via local news media, in HISD publications, on our website and school marquee, and parent meetings. Teachers are regularly filmed for HISD videos about effective practices. HISD provides full disclosure of annual assessment data, which is disseminated city-wide. The School Profile Report and the School Report Card are shared with parents and community members. A Title I or PTO meeting includes a presentation aimed at assisting the parents/community members understand the meaning and use of the data.

After each four week period during a nine-week cycle, teachers prepare progress reports to document student performance. This report is provided to the student and their parents/guardians, and is available on Grade Speed. Phone contact between teachers, students and the drop-out prevention committee is common. At the end of each grading cycle, parents of students with failing grades conference with the principal to review grading procedures, class expectations, and tutorial attendance.

4. Sharing Lessons Learned:

Eastwood Academy faculty and staff participate in district, local, university, state and professional associations meetings to share and exchange ideas about effective programs and practices to improve student performance. Area schools contact us about programs that we have implemented on our exemplary, college preparatory campus. They spend time on campus observing classes and instructional methods used by our teachers. Campus visitors from other HISD and other district schools, along with regional charter schools, visit the campus to observe examples of high-quality instruction going on across campus. After classroom observations, guests can discuss what they witnessed in the classroom with the involved teachers and/or administrators to answer questions and discuss effective practices. We believe that we learn with each of these visits, as we interact from our visitors, reflect on our methodologies and re-evaluate our practices to improve and make them more effective.

Many Eastwood Academy teachers attend professional activities at Region IV Education Service Center and use these opportunities to share successful strategies with schools in the district and the region. In August, the Houston ISD offers all faculty members opportunities to participate in job-alike professional development designed to share successful strategies and practices. Eastwood Academy faculty members present in these trainings. Eastwood Academy has also shared with other high schools librarians its non-traditional experience using the Accelerated Reader program with high school students who are English language learners. Eastwood Academy teachers and administrators participate in regional, local and district-wide PLC's where they share their expertise and passion for learning. Teachers have presented in several professional development conferences in and out of the district, in addition to AP training sessions. Our principals over the past five years have welcomed aspiring principal interns to mentor them at Eastwood Academy which exposes them to first-hand leadership experiences of real-day-to-day school life on the campus of an exemplary inner-city high school campus.

For the last several years, Eastwood Academy has been involved with a regional competition called the Sea Turtle Challenge. Schools at all grade levels work together on a large project, in which students and

teachers collaborate on a shared project. Eastwood, Mantrap, and Jackson schools have won first or second place for several years. Eastwood's faculty has shared their expertise in spearheading this effort with teachers from middle- and elementary schools. Eastwood's art teacher has mentored a new art teacher at Project Chrysalis Middle School and shared expertise and effective instructional practices.

1. Curriculum:

Eastwood Academy's curriculum follows the Texas Essential Knowledge and Skills with the purpose of providing students with quality academic preparation that surpasses state requirements and allows students to achieve at their highest potential. Eastwood classes enable students to integrate and synthesize knowledge, promote problem-solving skills, and develop critical thinking skills. Faculty use Bloom's levels of intellectual behavior to help students move from simple recall and recognition of facts through increasingly more complex mental levels, to the highest order of cognition, evaluation. Our curriculum is mindful of character development and ethical judgment in use of educational information and media in a technology-driven world. Technology skills are integrated into all study areas and students gain skills in word processing, spreadsheets, presentation software, and internet applications. Students learn to use internet databases for research and information gathering, and to evaluate internet sources.

Eastwood students must take four years of English courses to develop literacy skills necessary for college-level curriculum. All English courses expand vocabulary, develop literary analysis skills, provide extensive writing instruction, and teach appropriate reading and writing strategies for multiple purposes. Students enroll in English I and English II (both available on-level and Pre-AP), English III and IV (both available on-level and AP), English Composition (dual credit), Journalism, Communication Applications, and Debate. In addition, Eastwood offers Reading I, II, and III for students who are significantly below grade level in reading.

All Eastwood students are required to successfully complete four credits in mathematics, many enter high school after taking Algebra in middle school and will be graduating with five credits in mathematics. Students are offered the following classes: Algebra I/Algebra I Pre-AP, Geometry/Geometry Pre-AP, Algebra II/Algebra II Pre-AP, Pre-Calculus/Pre-Calculus Pre-AP, Advanced Mathematical Decision Making, AP Statistics and AP Calculus AB. Ninth, tenth and eleventh graders who are identified as being in need of remediation (based primarily on Math TAKS scores from the prior year) are placed in a double block math course. Students are encouraged to enroll in AP math courses as soon as they have completed all prerequisite courses.

Eastwood's four year sequence of required Science courses includes: Biology I (on-level and Pre-AP), Integrated Physics and Chemistry, Chemistry (on-level and Pre-AP), Physics (on-level and Pre-AP), Robotics, and Advanced Placement offerings in Biology, Chemistry and Physics, and Environmental Science. Science department goals are to prepare the students for college level work and to achieve university accepted student scores on AP exams. In the process of completing four years of rigorous science curriculum, Eastwood students participate in a wide variety of in-class and out-of-class activities. All classes stress hands-on laboratories that investigate the basic principles of motion, acceleration, force and energy. Students learn the quantitative nature of science and receive a solid background in chemistry, biology and physics. In addition, Eastwood offers TAKS Review classes for students who are significantly below grade level in science.

Eastwood Academy's Social Science department offers Pre-AP (and on-level) World Geography, World History (on-level and AP), U. S. History (on-level and AP), Human Geography, Economics, U.S. Government, and AP European History. All classes involve interdisciplinary projects while students learn to analyze similarities and differences. Content area vocabulary and appropriate study skills are emphasized because of their importance for college-bound students.

Eastwood Academy also offers visual arts and theatre classes which follow four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation. Visual Arts classes include Art Level I, Level II, Level III, and Level IV, and AP Studio Art. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to

surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. Theatre Arts classes enable students to communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally. Students increase their understanding of heritage and traditions through historical and cultural studies in theatre.

Eastwood's Spanish faculty offers a wide variety of courses stemming from beginning Spanish to advanced placement classes. All classes incorporate reading, writing, listening and speaking skills. Classes offered include Spanish I (native- and non-native speakers), Spanish II (on-level and Pre-AP), Spanish III (on-level and Pre-AP), AP Spanish Literature I and AP Spanish Literature II. Students learn to communicate in Spanish, gain knowledge and understanding of the Spanish culture, use Spanish to make connections with other content areas, and develop insight into the nature of language and culture.

Eastwood also offers classes in Computer Technology including Accounting, Pre-AP and AP Computer Science, Business Information Management, Career Preparation, Digital Graphics and Animation, Computer Maintenance, Computer Technology, and Principles of Information Technology (Levels 1,2, and 3). All these classes enable students to solve problems, synthesize knowledge, create solutions, and evaluate results.

The physical education program at Eastwood Academy offers a variety of fitness and aerobic activities aimed at incorporating lifetime wellness program into daily life. Students learn to identify personal fitness levels and participate in health enhancing activities to reduce health risks and learn to manage stress. Our health program teaches students how to understand basic health information and services and use these resources to promote his or her health and wellness.

Eastwood's recently introduced Nutrition Program offers a class in Principles of Health Science Technology designed to introduce students to the health care field. The class provides an overview of services such as therapeutic, diagnostic, health informatics, support services, biotechnology research and development systems in the health care industry. Human growth and development is emphasized concentrating on Maslow's Hierarchy of Needs, life stages, and death and dying. Mental health, including teen depression, suicide, and bullying, are addressed.

2. Reading/English:

The English department provides courses that offer students comprehensive tools for literacy success. Eastwood students take four years of English courses designed to develop literacy skills necessary for college-level curriculum. On-level English courses incorporate Pre-AP and AP strategies into the curriculum, as well as differentiated instruction for LEP and special education students mainstreamed into the classroom. Classes expand vocabulary, develop literary analysis skills, provide extensive writing instruction, and teach appropriate reading and writing strategies for multiple purposes. Our vertical literacy team allows us to provide our predominantly Hispanic, second-language learning students, an intensive focus on vocabulary building. We use Marzano and Pickering's Building Academic Vocabulary and the Sadlier-Oxford Vocabulary Workshop series. Students are encouraged to use new vocabulary through quizzes and in their writing. All students participate in school-wide Word of the Day and daily Sustained Silent Reading. Students benefit from the Accelerated Reader program which is integrated into the English curriculum. This program identifies reading levels and sets individual reading goals based on Lexile scores and Stanford results. All students write extensively in a variety of modes, and learn ethical use of information sources, avoiding plagiarism and copyright infringement by using correct citation practices and the online service Turnitin.com. Writing assignments require students to analyze the audience, engage in heuristics, drafting, peer evaluation, revision and research.

All students are required to complete summer readings and are tested when school resumes in the fall. Research shows that students, especially those from lower SES backgrounds and English language learners, regress in reading skills over summer months unless steps are taken to encourage them to read

independently. Students in need of reading assistance are assigned to after-school tutorials. Diagnostic tests help identify students needing help with TAKS objectives. Students scoring below the passing mark are placed in TAKS tutorials for specific skills development.

English teachers strive to insure that instruction is relevant and engaging by using grouping-by-ability strategies, Socratic discussions, literature circles, dialectical journals, peer review, and technologies using software such as PowerPoint and Mimio to make instruction student-centered and interesting. English teachers have ESL certification and gifted and talented training required by the district. English faculty collaborate with the Science Department to complete the C-Stem project's creative writing component, a national competition designed to engage students in science, technology, engineering, and math careers. ELA teachers collaborate with the librarian to build student research skills, increase their ability to appropriately and efficiently use the Internet to support learning, and provide reading materials at different reading levels.

3. Mathematics:

At Eastwood, the mathematics curriculum aims to prepare students for a challenging and rigorous coursework in the tertiary level. Math equips students with foundational concepts and skills plus analytical and critical thinking abilities. Math instruction includes enrichment topics and activities based on Advanced Placement strategies. Technology is integrated with graphing calculators, manipulatives, computer-based activities and other tools available to develop mathematical concepts and problem-solving skills. Content area vocabulary and graphic organizers, cooperative learning, hands-on activities, Power Point presentations, and computer-based interactive activities enhance clarity in presenting lessons. Teachers use resources such as Core Curriculum and Measuring Up to address different learning modalities. Quick Response System software is used to generate exciting, student-friendly review exercises. Math lessons are introduced with the 5 E's planning model. Lessons begin with engaging warm-up questions, puzzles, visual representations, and word problems that stimulate prior knowledge about the concept. Students then do exploration activities to prove formulas and theorems, develop concepts, and draw conjectures from discovery and hands-on experiences, all designed to promote higher order thinking skills. Concepts are explained; generalizations are stated; illustrative examples are provided and worked out to model problem-solving processes. Students elaborate by working out practice exercises to gain confidence with the concepts. Understanding and mastery is evaluated through assessment questions of varying levels of difficulty. Students reinforce classroom learning with relevant homework assignments and participate in projects to enable them to connect concepts learned in-class to relevant real-world situations.

Mentoring programs and peer-to-peer tutoring allow "at risk" students to pair up with students who have a strong knowledge of content (from My Alpha Theta math honor society). Remediation class is offered to students who need additional help in mastering learning objectives. Teacher-student conferences help determine issues that affect academic performance and to design necessary interventions. Students who obtain low scores on benchmark assessments are assigned to after-school tutorials from October through April. In the fall, tutorials are conducted as whole group guided practice; later, students employ ICORE software to practice problems. Students start with their weakest objective, master it, and then move to the next objective in small group tutorials, held during the week and on Saturdays. Extended time and opportunities for make-up work are provided. Higher achieving students receive a set of more challenging exercises to enhance their performance. Students are provided with a Review Binder with worked solutions and explanation of mathematical concepts. Early graduation and credit recovery opportunities are also available.

4. Additional Curriculum Area:

Our Mission: We will maximize each student's academic achievement and personal responsibility, building on his or her individual strengths and backgrounds.

Eastwood Academy's Foreign Language department adheres to this mission statement as it seeks to

facilitate student's acquisition of essential knowledge and skills. The Foreign Language faculty includes two teachers who are fluent in both Spanish and English and hold the Texas Educator Certificate in Secondary Spanish (6-12). All levels of Spanish are aligned in literature, including plays, poetry, short stories, essays, and novels, to prepare students for AP Spanish Literature. Eastwood has garnered 51% passing for an exam that tests students on Spanish literature from a graduate school level and a 96% passing rate on the AP Spanish Language exam.

Pre-AP Spanish serves as a bridge course between the grammar-focus of Spanish 1 and 2 and the language, literature, art, history, and culture focus of AP Spanish Language and AP Spanish Literature. Because 95% or above of our students are bi-cognitive or bilingual, the intense grammar-focus has been eliminated from Pre-AP Spanish 3. Pre-AP Spanish 3 focuses on the history and art of Spain and Latin America, and becomes an introductory course to Hispanic literature, where students learn rhetoric, analysis, and more cognitive thinking.

Upper level students receive a curriculum that expands vocabulary and grammar skills. Students read world renowned authors such as Borges, Bécquer, Neruda, Cortázar, Matute, Allende, García Márquez, García Lorca and others whose works focus on universal themes, such as loss of innocence, the unknown, destiny, ephemeral love, the dream world, the labyrinth, and more. Students are immersed in not only literary analysis but the acquisition of knowledge through art and the social sciences, as these are all requirements for AP Spanish Literature. Artists such as Velazquez and El Greco are introduced in first and second year, whereas by third year and fourth year, art and history are intertwined in an AP level environment. This has improved scores school-wide while also preparing students for the rigors of college. Many of these young men and women have returned to let us know that the cross-curricular program gave them a good foundation for college.

From beginning to end, every student at Eastwood refines their native skills in writing, speaking, and listening. All our classes are conducted in Spanish with real-life situations using elevated vocabulary and refined literature. The blend of the social sciences in Spanish yields a more defined and refined young student.

5. Instructional Methods:

The belief that every student can be successful, given the appropriate tools and support, is embodied in our differentiated programs for instruction. Instructional coherence is emphasized. Using district curriculum documents teachers work collaboratively to plan lessons based on research-based strategies. This concerted effort to align the written, the taught, and the tested curriculum allows teachers to set benchmarks used in identifying specific student needs crucial to differentiating instruction.

Key to Eastwood's success in providing individualized education is the staff's dedication to every learner's uniqueness. Our small enrollment facilitates strong teacher-student rapport and helps unleash student potential as they realize the commitment faculty/staff make to their individual success. Teachers modify instruction by matching the content, the process, and the product with student readiness, interest, and learning profile. Teachers try new, innovative and creative techniques to make learning relevant and engaging; to differentiate instruction; and to address learning styles and the range of reading/writing levels of our students. Instruction targets different types of kinesthetic, visual and auditory learners. Workstations, compacting, tiered assignments, and cooperative grouping are strategies observed across content areas. PE instruction is delivered kinesthetically, but also via lectures and group projects. Science courses include hands-on laboratory work, plus lectures, PowerPoint presentations, interactive technologies, and problem-solving practice to bridge the gap between conceptual understanding and application. Students learn with computer-aided materials, individual and group activities, guest speakers, and field trips. Communication skills and confidence improve with individual presentations, participation in student-led activities, research projects and Socratic seminar discussions. Achievement improves from direct instruction in study and organizational skills, including Cornell note-taking. Students participate in historical role-play, complete supplemental readings, and learn from music, DVDs, video clips, gallery walks, current events articles, document analysis, and essay writing. Some classes have web pages for

class readings, assignments, overview of instruction, and assessments. Interdisciplinary supplemental readings help students make connections and see interdependency of knowledge. Project-based collaborations promote interdisciplinary learning. Eastwood students participate in department- and school-wide projects, which allow them to learn from peers, and to improve verbal communication skills. Students maintain exemplars of their work in portfolios. Seniors present their best work, learning experiences, and reflections about their growth in a week-long colloquium. Accommodating multiple intelligences, students express their learning through non-traditional assessments like independent projects, oral presentations, videos, and poster-making. When students fail to show adequate progress, teachers re-teach, adjusting to meet the needs of the learner. Tutorial inventions for students at risk of failing provide opportunities to provide academic support. These methods allow us to reach each Eastwood student's highest level of achievement through highly individualized instruction.

6. Professional Development:

All of our staff is required to have at least 45 hours of professional development annually, but most of our staff works on professional development throughout the year, during the school year and in the summer. Our Eastwood Staff participates in numerous Gifted and Talented trainings, Advanced Placement (AP) and Pre-AP preparation sessions, and most importantly, they all stay up to date on both state and national educational standards. During the summer, all of our teachers attend a weekly AP workshop at Rice University to work on their individual subject area. Due to our small school size nature, there are many cases in which teachers take up to three weeks of their summer vacation in certain years because they teach multiple AP courses. We are also in the process of making sure that all of our staff is certified for the International Baccalaureate (IB) Program. Our teachers attend workshops and seminars throughout the country, some are at the University of Houston, and others travel throughout the country for the acquisition of knowledge in some of the most recent researched based professional developments. Instructional leadership staff members attend Harvard University for training. Moreover, many of our faculty members teach professional development in August or throughout the school year in other schools within the Houston Independent School District (HISD). Last summer, we had our AP Spanish Literature teacher do a presentation at a workshop for foreign language teachers from the district. Other teachers, such as our AP U.S. History teacher, have helped at workshops at area high schools. If that were not enough, several of our teachers are either working on their M.A. for administration or their Ph.D. In addition to all this, our extracurricular activities, such as debate, provide ample time to collect professional development hours. In the end, our good statistics are backed up by impressive and diligent hard work and extra time spent outside of the classroom constantly perfecting our skills and being life-long learners. HISD provides quarterly training through Laying the Foundations (LTF), which is specifically designed to enhance differentiation in depth, complexity, and pacing of subject matter. The LTF training helps teachers increase their knowledge of the content, learn research-based strategies, and obtain vertically aligned instructional and assessment materials. Additionally and most importantly, Eastwood Academy is a school-wide Professional Learning Community in which we are all interdependent parts of a successful school.

7. School Leadership:

Eastwood follows a tiered autonomy leadership philosophy. Every teacher is encouraged to innovate and to take risks with instructional practices, creative lessons, and extracurricular events. Leadership actions carried out by our entire staff create a community of learners built upon a welcoming and accepting environment that serves the families in Houston's East End. Teachers are the leaders of our school; they value the working relationships with parents and view it as a high priority in building collaborative relationships to improve student success. Parents also are seen as leaders and valued partners in their children's education.

Eastwood functions as a self-sufficient, self-governing support system that moves from top to bottom and all the way to the students, who ultimately pass it along to their communities. The autonomous system gives teachers the freedom in the classroom to provide rigor to students, collaborate interdependently, and train each other on interdisciplinary topics. Our academic growth attests to this in both norm-referenced

and criterion-referenced exams such as TAKS, Stanford, ACT, SAT, and AP. Our recent adoption of the IB learner's profile has given us a tool to analyze our stakeholders as leaders, and most importantly, our learners as leaders. The Principal and the Dean of Instruction are responsible for the day to day operation of the school; however, due to our school's small size, teachers and staff have always played an integral part of the school's leadership. Teachers are assisted in curricular matters by the department chairs, the librarian, and the teacher coordinator, who collaborate regularly and are responsible for implementing the school's curriculum.

Eastwood Academy High School believes that school improvement is an on-going process, not an event. The leadership in our school understands that there are no easy answers; therefore, we collectively assess and evaluate our systems. Thus, we strive to create an internally coherent campus where everyone works in unison to achieve academic excellence for all. The entire staff defines the school's goals and reviews them annually through our School Improvement Plan. Goals are communicated to the staff at weekly meetings, to parents at PTO and SDMC meetings, and to students through announcements, newsletters, and the school's website. We value students' input when defining school goals and priorities. Each grade level elects representatives to the Student Council. All faculty members serve as grade level sponsors who work with the elected grade level student officers to support and engender leadership development as they plan and implement a calendar of activities. Eastwood Academy High School has an open door policy which empowers teachers, staff, and parents to take an active leadership part in the school's endeavor to provide a first-class education for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Texas Assessment of Knowledge and Skills (TAKS)
Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standards	97	95	94	86	81
Commended	32	35	21	14	6
Number of students tested	94	62	62	69	70
Percent of total students tested	100	100	98	97	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standards	99	94	93	87	83
Commended	29	38	20	15	3
Number of students tested	48	56	60	64	54
2. African American Students					
Met Standards					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standards	97	95	93	87	81
Commended	31	34	20	13	6
Number of students tested	58	60	67	70	57
4. Special Education Students					
Met Standards					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standards					
Commended					
Number of students tested					
6.					
Met Standards					
Commended					
Number of students tested					
NOTES:					

11TX14

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	100	100	100	96	96
Commended	30	48	44	14	11
Number of students tested	94	62	63	70	71
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	100	100	95	95
Commended	29	52	44	13	11
Number of students tested	48	57	60	65	56
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	100	100	96	96
Commended	29	50	44	13	11
Number of students tested	58	61	67	71	57
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Texas Assessment of Knowledge and Skills (TAKS)
Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	98	97	97	84
Commended	56	56	28	25	9
Number of students tested	63	61	68	60	56
Percent of total students tested	100	98	97	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	98	97	96	84
Commended	57	60	27	27	10
Number of students tested	52	62	49	50	54
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	98	97	97	85
Commended	57	57	28	26	9
Number of students tested	60	67	58	53	55
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX14

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 11 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	98	100	100	98	75
Commended	52	69	23	39	4
Number of students tested	63	61	69	61	57
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	98	100	100	98	80
Commended	52	65	23	38	2
Number of students tested	52	62	50	51	53
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	98	100	100	98	78
Commended	52	68	24	39	4
Number of students tested	60	67	59	54	56
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 9 Test: Texas Assessment of Knowledge and Skills (TAKS)
Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	89	95	98	99
Commended	53	36	44	27	19
Number of students tested	98	95	62	62	73
Percent of total students tested	100	100	100	98	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	99	88	94	98	98
Commended	53	35	49	26	17
Number of students tested	68	53	58	63	57
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	98	89	95	98	99
Commended	52	35	42	28	19
Number of students tested	92	59	61	72	57
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX14

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 9 Test: Texas Assessment of Knowledge and Skills (TAKS)
Edition/Publication Year: 2005 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	100	99	100	98	99
Commended	44	32	74	60	27
Number of students tested	98	95	61	63	74
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	99	100	98	98
Commended	46	29	74	61	27
Number of students tested	68	53	59	63	55
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	99	100	98	99
Commended	44	31	74	61	28
Number of students tested	93	58	62	72	57
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX14

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	94	95	93	88
Commended	46	41	31	22	12
Number of students tested	255	218	192	191	199
Percent of total students tested	100	100	98	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	99	93	95	93	88
Commended	45	43	32	22	38
Number of students tested	168	171	167	177	177
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	98	93	95	94	89
Commended	45	41	30	22	12
Number of students tested	210	186	186	195	195
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX14

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Met Standard	100	100	100	96	96
Commended	30	48	44	14	11
Number of students tested	94	62	63	70	71
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Met Standard	100	100	100	95	95
Commended	29	52	44	13	11
Number of students tested	48	57	60	65	65
2. African American Students					
Met Standard					
Commended					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard	100	100	100	96	96
Commended	29	50	44	13	11
Number of students tested	58	61	67	71	71
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. English Language Learner Students					
Met Standard					
Commended					
Number of students tested					
6.					
Met Standard					
Commended					
Number of students tested					
NOTES:					

11TX14