2018-19 School Profile
H.W. LONGFELLOW CAREER EXPLORATION ACADEMY (TEA 73)

5314 BOAZ ST DALLAS, TX 75209
Principal: LORENA HERNANDEZ (lgaray-hernandez@dallasisd.org)
Middle school with grades 6–8. Choice school with academic requirements for admission.

State Acct.

Domains
I: Student Achievement
IIA: Progress (Academic Growth)
IIB: Progress (Relative Performance)
III: Closing the Gaps

Distinctions
- Achievement in math, ELA/reading, science, social studies
- Top 25% in academic growth
- Top 25% in closing the gaps
- Postsecondary readiness

Attendance / Retention

2015-16 2016-17 2017-18

Students
Average student attendance rate
98.2% 98.2% 98.1%
Percentage absent fewer than 10% of days enrolled
99.8% 99.8% 99.5%

Teachers
Average number of absences
5.2 8.7 6.8
Percentage returned to campus from prior year
62.5% 72.0% 60.0%

Student Group Enrollment

At Risk 127 30.7%
ELL 115 27.8%
Low SES 351 84.8%
SPED 3 0.7%
TAG 275 66.4%

Parent Survey

District % Positive

% Positive Responses

Academic Orientation
My child learns
99%
Promotes college
97%
Satisfied with direction
97%
Informs on grades and progress
94%
Responds to concerns
97%
Comfortable interacting
99%
Respectful learning environment
97%
Safe learning environment
96%
Welcomes parent involvement
95%
Maintenance and cleanliness
97%

Staff Climate Survey

District % Positive

% Positive Responses

Beliefs & Priorities
Fall 84% 12%
Spring 79% 13%

Feedback & Support
Fall 78% 12%
Spring 64% 14%

Culture & Environment
Fall 73% 14%
Spring 67% 14%

College-Going Culture
Fall 90% 14%
Spring 87% 14%

Teacher to Teacher Trust
Fall 81% 14%
Spring 75% 14%

Teacher to Principal Trust
Fall 82% 12%
Spring 70% 13%

*Rank out of 62 secondary, 149 elementary, or 15 magnet schools

School Effectiveness Index

2015 65+
2016 60+
2017 55.2
2018 55.2

Below 35-
Well Below

Average

Well Above

Above
# 2018-19 School Profile
## Middle School Metric and Term Definitions

### Attendance

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate</td>
<td>Average of students’ attendance rates (number of days in attendance out of number of days enrolled). The target for middle schools is 96%.</td>
</tr>
<tr>
<td>Students absent fewer than 10% of days enrolled</td>
<td>An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the fifth six-week grading period.</td>
</tr>
</tbody>
</table>

### Enrollment

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<tr>
<td>Number enrolled by grade (N)</td>
<td>Average daily enrollment at the campus during the school year.</td>
</tr>
<tr>
<td>Percentage enrolled by grade (% Sch)</td>
<td>Grade-level percentage of total school enrollment.</td>
</tr>
<tr>
<td>Percentage in grade by race/ethnicity (% of Grade)</td>
<td>Percentage of students within grade level identified as African American, Hispanic, white, or other. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.</td>
</tr>
<tr>
<td>Percentage enrolled by student group</td>
<td>Counts taken at the end of fifth six-week grading period based on data in student information system. Students may be classified in more than one or no student groups.</td>
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</table>

### Teachers

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<tr>
<td>Teacher absences</td>
<td>Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.</td>
</tr>
<tr>
<td>Teachers returning to campus</td>
<td>Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.</td>
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### Discipline

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<tr>
<td>Frequency of disciplinary actions</td>
<td>Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; expulsion: 2, 4.</td>
</tr>
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### Accountability Rating System for Texas Public Schools

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<tr>
<td>State accountability rating</td>
<td>Schools receive an overall scaled score in up to four areas (Domains I, IIA, IIB, and III) and an overall scaled score. Scaled scores range to 100. Schools can earn distinctions for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness.</td>
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### School Effectiveness Index

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<td>SEI</td>
<td>A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school’s effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of “regression to the mean.”</td>
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### Parent Survey

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<tr>
<td>Percentage positive responses</td>
<td>Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.</td>
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### Staff Climate Survey

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<tr>
<td>Percentage positive responses</td>
<td>Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.</td>
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### State of Texas Assessment of Academic Readiness (STAAR)

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<td>Percentage meeting grade level standard</td>
<td>Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School’s statistics based on results from students in the accountability subset. District statistics are based on grade levels at the campus. State statistics not available for isolated grades, such as Grade 8 Algebra I. Students meeting grade level standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.</td>
</tr>
<tr>
<td>Percentage mastering grade level standard</td>
<td>Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that “meet grade level standard”. Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.</td>
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</tbody>
</table>