

Long Elementary School
NCLB Campus Report Card
2007-2008

Student Participation in State Assessment

Participation of All Students in Mathematics Assessments

2007-2008

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	434	433	100%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	5	5	100%
White, non-Hispanic	384	383	100%
Children with disabilities (IDEA)	39	39	100%
Limited English proficient students	41	41	100%
Econ/Disadvantaged students	44	43	100%
Migratory students	324	323	100%
Male	207	207	100%
Female	226	226	100%

2006-2007

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	424	419	99%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	381	376	99%
White, non-Hispanic	36	36	100%
Children with disabilities (IDEA)	43	42	98%
Limited English proficient students	26	23	88%
Econ/Disadvantaged students	291	287	99%
Migratory students	6	6	100%
Male	218	218	100%
Female	213	213	100%

Participation of All Students in Reading/ELA Assessments

2007-2008

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	433	433	100%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	5	5	100%
White, non-Hispanic	383	383	100%
Children with disabilities (IDEA)	42	42	100%
Limited English proficient students	43	43	100%
Econ/Disadvantaged students	322	322	100%
Migratory students	5	5	100%
Male	207	207	100%
Female	226	226	100%

2006-2007

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	429	425	99%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	384	380	99%
White, non-Hispanic	38	38	100%
Children with disabilities (IDEA)	45	44	98%
Limited English proficient students	26	23	88%
Econ/Disadvantaged students	296	293	99%
Migratory students	5	5	100%
Male	218	218	100%
Female	213	213	100%

Student Achievement

Student Achievement Data are excerpted from the Texas Education Agency's Adequate Yearly Progress Campus Data Tables and Migratory Assessment Data from the on-line website <http://k12testing.tx.ncspearson.com/AssessmentResults/>

Student Achievement in Mathematics-Grade 3

2007-2008

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	148	124	84%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	131	107	82%
White, non-Hispanic	14	13	93%
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	22	19	86%
Econ/Disadvantaged students	112	91	81%
Migratory students	*	*	*
Male	64	56	88%
Female	84	68	81%

2006-2007

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	135	113	84%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	120	101	84%
White, non-Hispanic	11	9	82%
Children with disabilities (IDEA)	7	5	71%
Limited English proficient students	12	8	64%
Econ/Disadvantaged students	87	68	78%
Migratory students	*	*	*
Male	71	59	83%
Female	64	55	86%

Student Achievement in Mathematics-Grade 4

2007-2008

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	135	113	84%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	119	99	83%
White, non-Hispanic	11	10	91%
Children with disabilities (IDEA)	9	5	56%
Limited English proficient students	10	5	50%
Econ/Disadvantaged students	94	75	80%
Migratory students	*	*	*
Male	72	65	90%
Female	63	49	78%

2006-2007

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	129	111	86%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	115	97	84%
White, non-Hispanic	12	12	100%
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	*	*	*
Econ/Disadvantaged students	93	78	84%
Migratory students	*	*	*
Male	63	55	87%
Female	66	56	85%

Student Achievement in Mathematics-Grade 5

2007-2008

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	129	116	90%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	114	103	90%
White, non-Hispanic	13	11	85%
Children with disabilities (IDEA)	9	6	67%
Limited English proficient students	*	*	*
Econ/Disadvantaged students	98	86	88%
Migratory students	*	*	*
Male	62	55	89%
Female	67	61	91%

2006-2007

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	130	120	92%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	117	108	92%
White, non-Hispanic	12	11	92%
Children with disabilities (IDEA)	5	4	80%
Limited English proficient students	*	*	*
Econ/Disadvantaged students	85	76	89%
Migratory students	*	*	*
Male	58	51	88%
Female	72	69	96%

Student Achievement in Reading/Language Arts-Grade 3

2007-2008

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	144	139	97%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	127	122	96%
White, non-Hispanic	14	14	100%
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	20	19	95%
Econ/Disadvantaged students	110	105	95%
Migratory students	*	*	*
Male	63	60	95%
Female	81	79	98%

2006-2007

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	129	121	95%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	115	107	94%
White, non-Hispanic	11	11	100%
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	12	7	64%
Econ/Disadvantaged students	81	75	93%
Migratory students	*	*	*
Male	66	61	94%
Female	63	60	95%

Student Achievement in Reading/Language Arts-Grade 4

2007-2008

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	134	111	83%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	118	96	81%
White, non-Hispanic	11	11	100%
Children with disabilities (IDEA)	9	8	89%
Limited English proficient students	10	5	50%
Econ/Disadvantaged students	93	72	77%
Migratory students	*	*	*
Male	72	64	89%
Female	62	47	76%

2006-2007

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	125	98	78%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	112	85	76%
White, non-Hispanic	11	11	100%
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	*	*	*
Econ/Disadvantaged students	91	67	74%
Migratory students	*	*	*
Male	59	46	78%
Female	66	52	79%

Student Achievement in Reading/Language Arts-Grade 5

2007-2008

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	131	119	91%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	116	105	91%
White, non-Hispanic	13	12	92%
Children with disabilities (IDEA)	9	6	67%
Limited English proficient students	*	*	*
Econ/Disadvantaged students	96	87	91%
Migratory students	*	*	*
Male	61	54	89%
Female	70	65	93%

2006-2007

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	128	117	91%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	115	105	91%
White, non-Hispanic	12	11	92%
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	*	*	*
Econ/Disadvantaged students	84	73	87%
Migratory students	*	*	*
Male	57	53	93%
Female	71	64	90%

Student Attendance Rates

2006-2007

Student Group	Attendance Rate
All Students	96.5%
African American	95.8%
Hispanic	96.4%
White	96.5%
Economically Disadvantaged	96.3%
Special Education	95.1%
Limited English Proficient	97.1%

2005-2006

Student Group	Attendance Rate
All Students	94.4%
African American	96.7%
Hispanic	96.4%
White	96.4%
Economically Disadvantaged	96.1%
Special Education	95.4%
Limited English Proficient	96.6%

Student Attendance Rates are excerpted from the Texas Education Agency's 2008 AYP State Data Table

TEXAS EDUCATION AGENCY

Final 2008 AYP Results for Harlingen CISD

Campus Number	District/Campus Name	State Rating	AYP Status	AYP Status Comments	Title I SIP Requirements
31903	Harlingen CISD	Academically Acceptable	Missed AYP	Mathematics (Performance)	None
1	Harlingen HS	Academically Acceptable	Missed AYP	Mathematics (Performance)	
2	Harlingen HS South	Academically Acceptable	Missed AYP	Mathematics (Performance)	
3	KEYS Academy	AEA: Academically Acceptable	Missed AYP	Mathematics (Performance)	
4	Cameron County JJAEP	Not Rated: Other	Not Evaluated	Other	
5	Early College High School	Exemplary	Not Evaluated	New Campus	
41	Coakley MS	Recognized	Missed AYP	Mathematics (Performance)	None
42	Memorial MS	Academically Acceptable	Meets AYP		None
43	Vernon MS	Academically Acceptable	Missed AYP	Reading/ Math (Performance)	None
44	Gutierrez MS	Academically Acceptable	Meets AYP		None
45	Moises Vela MS	Academically Acceptable	Missed AYP	Mathematics (Performance)	None
102	Austin EL	Recognized	Meets AYP		None
103	Bonham EL	Recognized	Meets AYP		None
104	Bowie EL	Exemplary	Meets AYP		None
105	Crockett EL	Recognized	Meets AYP		None
106	Dishman EL	Recognized	Meets AYP		None
107	Houston EL	Academically Acceptable	Meets AYP		None
108	Jefferson EL	Recognized	Meets AYP		None
109	Lamar EL	Recognized	Meets AYP		None
110	Ben Milam EL	Recognized	Meets AYP		None
111	Stuart Place EL	Recognized	Meets AYP		None
112	Travis EL	Recognized	Meets AYP		None
114	Zavala EL	Recognized	Meets AYP		None
116	Wilson EL	Academically Acceptable	Meets AYP		None
117	Treasure Hills	Recognized	Meets AYP		None
118	SAC	Not rated: Other	Not Evaluated	Other	
120	Long EL	Recognized	Meets AYP		None
122	Rodriguez EL	Recognized	Meets AYP		None
204	Edna Tamayo House	AEA: Academically Acceptable	Not Evaluated	Other	None

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	LONG EL	Campus Number :	031903120

Number Of Teachers

	Regular	Special Ed
1. Total number of teachers in core academic subject areas :	42	4
2. Total number of teachers in core academic subject areas who meet the HQ requirements in their primary teaching assignment :	42	4
3. Total number of teachers in core academic subject areas who do not meet the HQ requirements in their primary teaching assignment :	0	0
4. Percentage of teachers who are HQ on all core subjects in their primary teaching assignment :	100.00	100.00
5. Percentage of teachers who are NOT HQ on all core subjects in their primary teaching assignment :	0.00	0.00
6. Of the teachers in #2 above, the number of teachers using each method for demonstrating competency :		
A. Passed ExCET or TExES in subject taught (elementary and secondary teachers).	32.0	0.0
B. Has college major or coursework equivalent to major in subject (secondary teachers only).	0.0	0.0
C. HOUSE A for elementary teachers.	10.0	4.0
D. HOUSE B for elementary teachers.	0.0	0.0
E. HOUSE for secondary teachers.	0.0	0.0
F. Secondary Special Education HOUSE.		0.0

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	LONG EL	Campus Number :	031903120

Core Academic Subject Classes Taught by HQ Teachers

Subject	Regular				Special Education			
	A # of classes	B # of classes taught by HQ teachers	C % HQ	D % Not HQ	A # of classes	B # of classes taught by HQ teachers	C % HQ	D % Not HQ
Elementary (Grades PK-6): 1 teacher = 1 class								
1. All subjects	42	42	100.00	0.00	4	4	100.00	0.00
Secondary (Grades 7-12): Each section taught counts as 1								
2. English	0	0	0.00	0.00	0	0	0.00	0.00
3. Reading/Language Arts	0	0	0.00	0.00	0	0	0.00	0.00
4. Mathematics	0	0	0.00	0.00	0	0	0.00	0.00
5. Science	0	0	0.00	0.00	0	0	0.00	0.00
6. Foreign Languages	0	0	0.00	0.00	0	0	0.00	0.00
7. Civics and government	0	0	0.00	0.00	0	0	0.00	0.00
8. Economics	0	0	0.00	0.00	0	0	0.00	0.00
9. Arts	0	0	0.00	0.00	0	0	0.00	0.00
10. History	0	0	0.00	0.00	0	0	0.00	0.00
11. Geography	0	0	0.00	0.00	0	0	0.00	0.00
Total Secondary :	0	0	0.00	0.00	0	0	0.00	0.00
Grand Total (Elementary + Secondary) :	42	42	100.00	0.00	4	4	100.00	0.00
TOTAL % Highly Qualified:	100.00							

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	LONG EL	Campus Number :	031903120

Number who are teaching on the following permits

Permit	# of teachers		# of classes	
	Elem. (PK-6)	Secondary (7-12)	Elem. (PK-6)	Secondary (7-12)
1. Emergency (for certified personnel)	0	0	0	0
2. Emergency (for uncertified personnel)	0	0	0	0
3. Non-renewable	0	0	0	0
4. Temporary Classroom Assignment	0	0	0	0
5. District Teaching	0	0	0	0
6. Temporary	0	0	0	0

Reasons for not being Classified as Highly Qualified in all Assignments

1. Number of elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSE.	0
2. Number of elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSE.	0
3. Number of elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program).	0
4. Number of secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers).	0
5. Number of secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects.	0
6. Number of secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program).	0
7. Other	0

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	LONG EL	Campus Number :	031903120

Bilingual/ ESL Teachers

1. Total number of Bilingual/ESL Teachers	12
2. Number of teachers appropriately certified as Bilingual/ESL.	12
3. Number of Bilingual/ESL teachers highly qualified in all appropriate content areas.	12
4. Number of Bilingual/ESL teachers that are both appropriately certified and highly qualified in all appropriate content areas.	12

FTEs of Special Education Teachers for Students by Age

	Students 3-5	Students 6-21
1. Number of special education FTEs that are highly qualified	0.00	4.00
2. Number of special education FTEs that are not highly qualified	0.00	0.00
3. Number of special education FTEs that are not required to be highly qualified	0.00	3.00

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	LONG EL	Campus Number :	031903120

Highly Qualified Plan

1. Date of last revision to update the campus' highly qualified teacher plan or recruitment and retention plan		10/15/2007
2. Is the plan separate or part of the campus improvement plan?	Separate:	X
	CIP:	
3. Does the campus highly qualified teacher plan include strategies to ensure teachers, who are not highly qualified in all core academic subject areas taught, become highly qualified in a reasonable timeframe?	Yes:	
	No:	
	NA, Campus is 100% HQT all year:	X
4a. Did the campus send parent notifications to notify parents that their child's teacher was not highly qualified? (P.L. 107 - 110, Section 111(h)(6)(B)(iii))	Yes:	
	No:	
	No notification required:	X
b. If yes, how many teachers required notifications to be sent?		0
5. How does the district publicly report progress/status of highly qualified?		
Newspaper:	Website posting:	
District newspaper/newsletter/publications:	Public meeting (including school board meetings):	X
Letters to parents:	Other:	
6. Enter the date the district publicly reported HQT status.		11/13/2007
7. Does the campus plan or district plan address the equitable distribution of highly qualified and inexperienced teachers assignments for this campus?	Yes:	X
	No:	