

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 [X] High [] K-12 [] Charter

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

Official School Name Highland Park High School
(As it should appear in the official records)

School Mailing Address 4220 Emerson Drive
(If address is P.O. Box, also include street address.)

Dallas TX 75205-1099
City State Zip Code+4 (9 digits total)

County Dallas State School Code Number* 057-911

Telephone (214) 780-3700 Fax (214) 780-3801

Web site/URL http://hs.hpisd.org E-mail catesp@hpisd.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.

(Principal's Signature) Date _____

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

District Name Highland Park Independent School District Tel. (214) 780-3000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jeff Barnes

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.

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

**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 Schools 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: 5 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other
- 7 TOTAL
2. District Per Pupil Expenditure: \$6,920
- Average State Per Pupil Expenditure: \$7,229

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- 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. 5 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			
K				8			
1				9	231	243	474
2				10	252	263	515
3				11	280	256	536
4				12	241	227	468
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1993

6. Racial/ethnic composition of the school:
- | | |
|------------|----------------------------------|
| <u>94</u> | % White |
| <u>.3</u> | % Black or African American |
| <u>3</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>.4</u> | % 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: 4.8 %

[This rate should be 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 until the end of the year	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	67
(3)	Total of all transferred students [sum of rows (1) and (2)]	95
(4)	Total number of students in the school as of October 1	1993
(5)	Total transferred students in row (3) divided by total students in row (4)	.04766
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: .6 %
13 Total Number Limited English Proficient
 Number of languages represented: 6
 Specify languages: Japanese, German, Mandarin, Russian, Spanish, Taiwanese

9. Students eligible for free/reduced-priced meals: 0
 Total number students who qualify: 0

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: $\frac{7}{151}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>11</u> Autism	<u>3</u> Orthopedic Impairment
<u> </u> Deafness	<u>49</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>46</u> Specific Learning Disability
<u>23</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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>5</u>	<u> </u>
Classroom teachers	<u>122</u>	<u>1</u>
Special resource teachers/specialists/ Academic Counselors/R.N.s	<u>14</u>	<u> </u>
Paraprofessionals	<u>18</u>	<u>8</u>
Support staff	<u>25</u>	<u> </u>
Total number	<u>184</u>	<u>9</u>

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 16:1

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	96 %	96 %	96 %	95 %	95 %
Daily teacher attendance	93 %	95 %	94 %	96 %	95 %
Teacher turnover rate	20 %	12 %	20 %	24 %	28 %
Student dropout rate (middle/high)	1 %	1 %	1 %	2 %	3 %
Student drop-off rate (high school)	2 %	.8 %	2 %	1 %	3 %

13. *(High Schools Only. Delete if not used.)*

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	443 %
Enrolled in a 4-year college or university	97 %
Enrolled in a community college	2 %
Enrolled in vocational training	%
Found employment	%
Military service	%
Other (travel, staying home, etc.)	1 %
Unknown	%
Total	100 %

PART III - SUMMARY

What kind of high school shapes the diverse talents of young people who have claimed such prestigious honors as the Academy Award for Best Actress, 5 Olympic gold medals, the Heisman Trophy, the Emmy Award for Best Actress, two Pulitzer Prizes (Drama and Photography), the Tony Award for Best Play, and the Nobel Prize in Chemistry? Now in its 85th year of serving the young people of University Park and Highland Park communities in the greater metropolitan area of Dallas, Highland Park High School has a tradition of excellence and success that has made HPHS one of the truly great high schools in the country. Graduates of Highland Park High School have been elected Governor of Texas, honored as valedictorians of both West Point and the Naval Academy in the same year, served as one of the nation's space shuttle astronauts, commanded the first Trident-class submarine launched by the United States, and distinguished themselves in fields ranging from medicine and law to the fine arts, commerce, and journalism.

In the spring of 2006, *Newsweek* magazine recognized HPHS as the 18th highest rated high school in its "100 Top Schools in America" list, its fourth such ranking in the top 20 schools. It has also been named a top school by such publications as *Money* magazine, *Parade* magazine, *The Wall Street Journal*, *D* magazine, and *Texas Monthly*. In the spring of 2007, HPHS was named a winner of the prestigious Siemens Foundation Award for Advanced Placement in Math, Science, and Technology.

Today, 1993 students in grades nine through twelve attend Highland Park High School. In 2006, 21 HPHS students were named National Merit Finalists, 26 were named National Merit Commended students, and 7 were named National Hispanic Scholars. In addition, HPHS students earned an average SAT composite score of 1188 in 2005- 2006, and the Class of 2006 was offered over \$13 million in college scholarships. The heart of the academic program at HPHS is one of the nation's largest, most comprehensive Advanced Placement programs. In 2006, 943 Highland Park High School students sat for 2,514 AP exams, with 60% scoring "3" or higher. Approximately 97% of each year's graduates enroll in 4-year colleges and universities, with 50% of those attending some of the nation's most highly competitive and prestigious institutions outside the State of Texas. The school motto, "Enter to Learn, Go Forth to Serve," guides and inspires HPHS students to exceed the 50 hour community service requirement for graduation. The Class of 2006 accumulated more than 44,000 hours of community service during their four years at HPHS.

More than 80% of HPHS students are currently active in extracurricular activities. In May 2005, *Sports Illustrated* named the HPHS sports program #1 in Texas and 16th best high school sports program in the country. HPHS athletes and academic students won six state championships in 2005-2006. HPHS also won the prestigious Lone Star Cup, given each year by the Texas University Interscholastic League to the high schools with the highest rated academic and athletic programs in the state, for the eighth time in 2006. The "secret ingredient" of the success of this school is the deep involvement of parents. For example, visitors to the HPHS cafeteria will find over 1,500 parents volunteering each school year behind the serving lines and taking money. HPHS parents conduct the annual "Mad for Plaid" fundraising campaign, which collects private donations to fund teacher pay raises, technology purchases, and other instructional needs that the regular instructional budget cannot cover. Through the PTA, Dads' Club, Academic Booster Club or other support groups, HPHS parents give freely of themselves to support the school.

Finally, HPHS strives to embody the four cornerstone principles that support the school district's mission: to be a student-centered organization; to reach for continuous improvement; to be a professional learning community; and to engage students with rich, rigorous, relevant, and engaging instruction. The HPHS Mission Statement reads: "The mission of Highland Park High School is to provide an environment which will enable students to develop and to continue the lifelong academic, cultural and physical aspects of learning in order to foster visionary individuals who strive toward excellence with a sense of global and technological awareness and who will go forth to serve the community and world as responsible citizens." With an unyielding commitment to excellence, HPHS students continue to live out the school motto,

"Enter to Learn, Go Forth to Serve."

PART IV – INDICATORS OF ACADEMIC SUCCESS

Highland Park High School students consistently achieve at the highest levels on both state and national assessments. In 2006, 97% of HPHS graduates attended a four-year college or university, and the mean combined SAT score of 1188 and the average composite ACT score of 25.4 puts HPHS among the top scoring schools in the nation. HPHS is often the highest performing large comprehensive high school in Texas on the Texas Assessment of Knowledge and Skills (TAKS), the state's criterion-referenced assessment which measures student performance in reading/English language arts, math, science, and social studies. The TAKS is aligned with the Texas Essential Knowledge and Skills (TEKS), which is the state-mandated curriculum in all courses, and measures the extent to which each student has learned, understood, and is able to apply the important concepts and skills in the TEKS for each course at each grade level. All Texas students take the TAKS in reading and math annually from third grade through eleventh grade, and students also test in writing, social studies, and science in incrementally staggered years, culminating in the "exit level" TAKS in eleventh grade. In the high school years, ninth grade students take TAKS reading and math, while tenth and eleventh graders test in English Language Arts (reading and writing), math, science, and social studies. Even as the passing standard and the level of difficulty of TAKS have increased, HPHS has maintained the "Exemplary" rating from the Texas Education Agency every year, which requires that 90% of the students tested meet the passing standard. Students must successfully pass all four TAKS tests at the exit level in order to graduate from a Texas public high school.

Though HPHS students have consistently achieved a campus passing rate of 90% or higher on TAKS, because of the school's commitment to continuous improvement, HPHS continues to set higher goals each year. In fact, HPHS and HPIISD focus on goals of achievement at the "Commended" performance level (90% or higher on each TAKS test at each grade level) for every student who tests rather than the passing rate. In reading/English Language Arts(ELA), 42% of HPHS students scored at the Commended level, while the state reported 27%. In math, 56% of HPHS students performed at the Commended level, and the state Commended performance level was 23%. In science, 36% of HPHS students met the Commended level, while the state level was 13%. And in social studies, 72% of HPHS students scored at the Commended level, and the state reported a 30% Commended achievement level. (April, 2006 TAKS)

Detailed information regarding the state's assessment program and the TAKS may be found under "Assessment" at the Texas Education Agency website: <http://www.tea.tx.us>. A comprehensive picture of HPHS assessment and other educational and operational data may be found at <http://www.tea.state.tx.us/perfreport/aeis/2006/campus.srch.html>.

1. Using Assessment Results: Effective assessment must guide learning in the classroom and ongoing planning for further learning while addressing individual differences and needs of students. HPHS staff members regularly use a variety of assessment tools to identify student needs and to study the campus instructional program and the curriculum taught in each classroom. To be sure that HPHS students are taught the Texas Essential Knowledge and Skills, teachers, guidance counselors, and administrators study and analyze scores from the Texas Assessment of Knowledge and Skills (TAKS) to determine areas of improvement for instruction and student achievement with the goal of ensuring success at the highest possible levels for every student. These teams of adults develop individual improvement plans for students that focus not just on meeting minimum expectations for mastery on TAKS but also identify other instructional goals for every student. Each fall, district-developed benchmark tests are administered for all students in grades 9, 10, and 11, which provide additional data for these individual student achievement plans and guide teachers in focusing on critical thinking and test analysis skills that will not only ensure students' success on standardized tests but that will also give them valuable training in all academic endeavors.

For students identified with learning deficits, teachers provide classroom mini-lessons, individualized

tutorial packets for use at home, weekly TAKS tutorials, and Saturday review sessions to help ensure that all students master essential knowledge and skills. The Academic Support Center, staffed with two teachers with specialized training and/or Special Education certification and experience, also provides tutoring to students five days per week.

Teachers in the Advanced Placement program regularly use released AP exams to assess student knowledge, and they disaggregate the data from their students' performance on their latest AP exams to confirm the effectiveness of the curriculum and instruction in those classes and to identify areas of weakness for determining strategic, targeted adjustments to their instructional program.

2. Communicating Assessment Results: Because the school is committed to strong partnerships with all stakeholders, HPHS communicates regularly and continuously with students, parents, and the community. HPHS mails copies of the annual TEA "School Report Card" home to all families each January, giving them a comprehensive view of the school's academic progress, demographic information, and other student and staff data. Almost 100% of the families in the HPISD have internet access at home, which makes online communication the preferred method of contact and information sharing. Above and beyond the traditional report card system, for four years HPHS has provided continuous and up-to-the minute access to student grades and attendance through Excelsior Pinnacle Gradebook Viewer, a web-based gradebook that allows students and their parents to see the student's most current grades at any time. This immediate access has proved to be a valuable tool that has opened positive communication between teachers, students, and their parents.

The school and community value quick communication, and the HPHS website is an excellent tool for disseminating information quickly and efficiently. This professionally-developed website has attracted attention nationwide as a model for other schools and serves as a portal for access to the Gradebook Viewer, teacher and staff email access, teacher web-pages with class assignments, school announcements, handbooks, school calendars, photo galleries, school policies, and other current pertinent information. HPHS frequently utilizes the HPISD e-group system to send mass email messages to student and parent groups. For example, using this system, the school notifies families of important meetings, changes in the bell schedule, and dates for student registration or standardized testing through group emails that include all parents and students as well as more specialized groups such as Dads' Club, PTA, and parents of athletes, cheerleaders, or drill team members.

Along with more traditional "meet the teacher" nights, HPHS also hosts regular "Principal's Coffees," which are small-group informal meetings with parents, administrators, and guidance counselors where the latest information about the academic program is shared, and the guidance and counseling department hosts a wide variety of regular parent meetings on topics relating to the academic program at HPHS. Finally, school leaders and instructional staff members are regularly invited to speak to the monthly PTA meetings and monthly "Moms' Lunch Bunches" to share the latest achievement results.

3. Sharing Success: HPHS has enjoyed a long-standing reputation for excellence in education across Texas and the nation. Being recognized as one of the top high schools in America on multiple occasions by *Newsweek* magazine has generated teams from around Texas and the nation that visit the school, talk with HPHS teachers, and study the school's curriculum and organization. HPHS was recently honored as one of only 9 high schools statewide as an Honor Roll School by the Texas Business-Education Coalition (TBEC). Through this process, teachers from HPHS share replicable successful practices with other Honor Roll Schools in the state and provide information for dissemination through the TBEC website, which is a recognized state clearinghouse for information and site visit locations.

HPHS teaching professionals frequently open their classrooms to local and area universities for classroom observations, field experiences, and to sponsor student teachers. Teams of teachers and administrators from schools across the state visit the campus to observe best practice teaching techniques, learn successful school operations, and especially to learn more about the large and successful AP program. For example,

teams from high schools across Texas, as well as schools in Oklahoma and Georgia, have visited HPHS to learn more about the success of the AP program. HPHS faculty are also frequent presenters at professional teaching conferences, such as the Texas Art Teachers Association, Conference for the Advancement of Science Teaching, Texas Music Educators Association, Texas Association of College and Admissions Counselors, and numerous local, state, and regional AP conferences as well as in-district meetings.

Finally, the curriculum for all HPHS courses is available on-line, free of charge, to any school that wishes to view it. This transparency and availability are consistent with the school mission that inspires students to “go forth to serve” others.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Classrooms at HPHS reflect the school’s commitment to provide rich, rigorous, relevant, and engaging curriculum for students which is both vertically and horizontally aligned to the TEKS. Because 97% of HPHS students are college bound upon graduation, the baseline curriculum is college preparatory. Since the staff at HPHS believes in an inclusive policy, Pre-AP, TAG, and AP courses are open to all students who aspire to take the most rigorous curriculum available at the school; there are no limits on learning at HPHS. In all classes, HPHS teachers ensure that their students have daily opportunities to interact with significant content that requires critical, high-level thinking and problem-solving, team work, and the use of appropriate technology. Through a creative master schedule, HPHS teachers are assigned to a common departmental planning period each day, giving teachers a highly productive and coveted time in which they can team, consult, and plan the strategies to teach the curriculum in each course.

The curriculum in math is structured to challenge students at every ability level from Algebra I through AP Calculus BC and on to dual-credit math courses with a local community college. Students learn the algorithms associated with math operations at every level of the curriculum, but the real emphasis in math curriculum at HPHS is on conceptual understanding associated with the relationship between analytical and geometric representation with real-world application and problem-solving.

The focus on critical and conceptual thinking is continued in science curricula at HPHS. Currently, all students are required to take biology, chemistry, and physics. Many students choose further challenging science courses, such as Medical Microbiology, AP Environmental Science, or Anatomy and Physiology. The curriculum in all laboratory-based science courses stipulates that students be involved in labs at least 40% of class time, and students in AP courses are required to write formal lab reports in readiness for the task of scientific writing in college.

The social studies curriculum at HPHS not only molds responsible and active citizens who know the history of their country, but it also prepares students to understand its applicability to their future. Curriculum for virtually all social studies courses is based on primary source documents which students must analyze and use in regular writing assignments and also calls for active learning experiences, such as an elaborate mock trial unit in the Business Law class and an urban planning project in the economics classes. Through Socratic dialogue, social studies teachers help students extrapolate their current learning to future application as citizens of a rapidly flattening world.

Students at HPHS may study Spanish, French, and Latin for all four years at the standard college preparatory curriculum level as well as AP level. The curriculum emphasizes verbal skills, vocabulary development, and cultural understanding, and all levels of language study use the state-of-the-art digital language lab to practice speaking and listening skills. Mandarin Chinese will be offered at HPHS for the first time in 2007-2008, giving students more options to prepare them for life in a truly flat global society.

From entry-level Computer Applications to Web Mastering, Digital Graphics and Animation, and AP Computer Science, technology courses emphasize real-world application. With the generous financial support of the PTA, HPHS provides up-to-date computer labs for all these courses so that students are challenged to master the applications with the latest technology. Students may also enroll in broadcasting courses to produce a weekly news show for the local cable television station. In addition, students interested in filmmaking have produced feature films for this station that have garnered national prizes.

The curriculum in Health and PE courses reflects the district’s commitment to lifelong wellness for students and emphasizes physical activity. Though a few students choose the more traditional PE curriculum, at HPHS courses such as weight training, outdoor activities education, racquet sports, and adaptive PE for physically challenged students are more popular. At HPHS the health curriculum is

reviewed by the district's Health Advisory Committee, made up of community health professionals, parents, and educators, who advise HPHS teachers on the latest wellness trends and vital learning.

2. English: The curriculum in both standard level college-preparatory English courses and Pre-AP and AP level courses at HPHS is aligned with the student expectations of the Texas Essential Knowledge and Skills (TEKS), the Texas Assessment of Knowledge and Skills (TAKS), and HPISD learning objectives, with the curriculum of AP and Pre-AP courses enriched to challenge students at the highest levels of rigor.

The English curriculum is intense because it is predicated on the belief that expert writing, thinking, and critical reading and analysis skills are necessary for students to be successful communicators in college and beyond. Students in every level of English read and analyze a wide variety of both classic and modern fiction, poetry, drama, and non-fiction. Representative major works include Milton's *Paradise Lost*, Shakespeare's *Hamlet*, Plato's *Republic*, Dostoevsky's *Crime and Punishment*, John Irving's *A Prayer for Owen Meany*, and Ehrenreich's *Nickle and Dimed: On (Not) Getting By in America*. Through Socratic dialogue, cooperative learning groups, hands-on and media projects, stimulating open dialogue and analytic argument, students and teachers explore concepts such as the journey, exile, the search for self-identity, the pursuit of knowledge, the utopia versus the dystopia, the tragic hero and the fall of man with these reading selections. All English courses at HPHS require reading assignments during the summer in preparation for the upcoming school year. Each six weeks, students must also read and report on outside books of the students' choice in addition to all other regularly assigned readings. Additionally, in an effort to be responsive to students' lives in the 21st century, the curriculum in English courses at HPHS also includes units on analysis of media which teaches students to be discerning consumers of modern media messages. The curriculum in English, like that of all other subjects, is reinforced through the use of instructional technology. Each English classroom is equipped with an instructional computer and a permanently mounted LCD projector, which facilitate the use of PowerPoint presentations, video streaming, DVD and collaborative instruction. A hallmark of the HPHS English curriculum is the nationally recognized writing program, which emphasizes both the analytical and creative writing that will serve students well in all courses in high school and in college. The writing program is aligned with recommendations of the National Council of Teachers of English, the New Jersey Writing Project in Texas, and the AP program. Students are encouraged to submit their poetry, essays, and short stories for publication in *The Tartan*, the award-winning student literary magazine. HPHS also hosts a community-wide Literary Festival each fall with a major author (George Plimpton, Russell Banks, Michael Chabon, for example) providing keynote addresses for the public and for the student body along with almost 100 other writers and performers holding small-group workshops for students during this two-day festival. Although the majority of HPHS students are successful in the college-bound or AP English classes, students who struggle with reading benefit from specialized instruction through the Special Education Department and thus are able to graduate on time with their class. In May, 2006, 519 juniors and seniors sat for the AP exams in English Language and English Literature combined, with 60.5% of those students scoring a 3, 4, or 5.

3. Additional Curriculum Area: While HPHS is well known for its academic successes, the Fine Arts Department is also a highly accomplished area for which HPHS is widely recognized and which provides students with multiple creative outlets. Because it is the collective belief of the faculty that the arts inspire the creative minds of students who work so hard academically, fine arts courses at HPHS must be inspiring as well as knowledge- and skills-based. The curriculum in these courses challenges students to demonstrate performance at the highest levels of proficiency and joy in the fine arts. The five art teachers, for example, are working artists who exhibit their work regularly and who sell their pieces in local galleries. Beginning art students take Art I, the entry-level course, to learn the basics of composition and design, color, and technique, and they create art works applying these elements of art. Students who already have a background in art may choose an area of concentration from advanced courses in ceramics, drawing, painting, and three-dimensional art. Student art work is displayed not only in the hallways of the art department but also in permanent display cases in the main hallways of the school, in the cafeteria, and in administrative offices in the school and at Central Office. In addition, students' work is regularly entered

in local, state, and national contests. Students may also matriculate through three levels of digital art photography or revel in AP Art History. The state music curriculum is the basis for instrumental music in band and orchestra as well as the choral program. Approximately 20% of the HPHS student body is involved in one of the music programs, which are consistently rated at the exemplary levels of performance in state and national festivals and competitions. Dance is also an integral part of the fine arts curriculum, with students choosing dance classes as an alternative for their required PE courses or to prepare them to participate in the HPHS drill team, another award-winning activity.

4. Instructional Methods: At HPHS, great teaching is the key to consistent exemplary student performance. HPHS prides itself on being a community of learners, and the school devotes considerable human and financial resources to giving teachers the tools they need to be active, enthusiastic, and passionate facilitators of student learning. Although the school does not prescribe to the philosophy that teachers need “training” in the latest instructional fads, HPHS has a baseline of professional learning for instruction in the school. In addition to their deep content knowledge, HPHS teachers must be competent in the differentiation of instructional techniques to match the best strategies to the identified learning needs and the interests of their students. Teachers use a wide variety of instructional strategies, such as discussion, Socratic dialogue, scientific investigation, independent and group research projects, peer tutoring, independent study, cooperative groups, lecture, and project-based learning experiences in which students conduct research and complete challenging projects using print, electronic, or web-based resources. The HPHS library is considered an extension of the classroom. Teacher-librarians work with students and teachers to determine their information needs and to provide the best possible resources to support the educational objectives of the school. The library operates on an open flexible schedule with extended hours, multiple computer labs, and a comprehensive electronic reference collection accessible after hours via any internet-connected computer. Teachers employ technology as a learning and instructional tool across the curriculum through the use of LCD projectors, computers, Smart Boards and Promethean Boards, video streaming, and other appropriate technologies. Teachers of identified Talented and Gifted students also utilize specialized instructional techniques in meaningful ways beyond a traditional classroom approach. Likewise, teachers of students identified under IDEA or ADA have specialized teaching skills for Life Skills, resource, behavior adjustment, or study classes. In the HPHS Academic Support Center (ASC), teachers and student peer tutors provide tutoring, re-teaching, or small group test-taking for both Special Education and ADA students. Educational research confirms that students gain and retain more knowledge in every curriculum area by means of active engagement with the teacher. Thus, engagement comes about through active teaching, not through passive or inactive instruction, and through choosing work for students that they want to do because it is inherently interesting, relevant, and challenging.

5. Professional Development: Essential to the school’s vision of developing highly capable learners is having a highly qualified teacher in every classroom of HPHS. To that end, HPHS and HPIISD require that all teachers hold a Masters degree when hired or within six years of their date of employment; however, the learning does not stop there. Teachers create an Individual Development Plan based on the teacher’s long-term learning goals, which support the campus improvement plan. Differentiated instruction has now been the theme for staff development for four years, and teachers learned specific strategies to differentiate for all learners with a variety of styles and needs. Other emerging strands of focused, ongoing professional development are assessment *for* learning and increasing student engagement.

The district’s teacher appraisal model, the Self-Directed Appraisal System (SDAS), is a collaborative action research model focused on the study and implementation of best practices in the HPHS classroom with a focus on raising student achievement. Teachers self-identify an area of action research with a direct link to their own classroom performance and meet throughout the school year with a small group of teachers from a variety of curriculum areas to share their experiences, their research findings, and changes they make in their instruction that improve student achievement. This teacher-to-teacher exchange helps all teachers gain new perspectives, learn from great peers from other curriculum areas, and share their own

expertise in instruction.

With the financial support of the PTA, Dads' Club, and the school district, HPHS teachers have a wide variety of core training opportunities, district-hosted workshops, conferences and conventions, as well as collaborative learning experiences that support campus goals. HPHS teachers attend district, state, and national conferences to study and learn from curriculum and instructional experts in the field, such as H. Lynn Erickson on differentiated instruction and Phil Schlechty on engaging school work. HPHS hosted Thomas Guskey on this campus in August, 2006, to lead the learning about assessment for learning. Especially significant is the commitment of HPHS to provide AP teachers with continuing professional development through AP/College Board institutes during the summer and throughout the school year. All English teachers are required to complete the three-week New Jersey Writing Project training to enhance their students' writing abilities. HPHS teachers have also continued to learn about specific teaching strategies for gifted students as well as students with learning disabilities, integrating technology into instruction, and teaching models involving real-world applications. These and other ongoing professional development opportunities support the school's mission as a professional learning community, build capacity for leadership, and reflect the cornerstone belief in continuous improvement.

PART VII - ASSESSMENT RESULTS

Texas Ninth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2006 Publisher Texas Education Agency

	TAKS 2005-2006	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
Number of students tested	495	497	479	442
(TAKS) % Met Standard	99%	100%	99%	98%
(TAKS) % Commended Performance	52%	62%	21%	20%
Percent of total students tested	97%	97%	98%	97%
Number of students alternatively assessed	6	0	4	4
Percent of students alternatively assessed	1%	0%	.8%	.9%
SUBGROUP SCORES				
1. Hispanic				
(TAKS) % Met Standard	100%	100%	NA	NA
(TAKS) % Commended Performance	38%	33%	NA	NA
Number of students tested	13	15	NA	NA

Texas Ninth-Grade Criterion-Referenced Math Test

Subject Math Grade 9 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2006 Publisher Texas Education Agency

	TAKS 2005-2006	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
(TAKS) % Met Standard	97%	97%	96%	97%
(TAKS) % Commended Performance	59%	63%	51%	41%
Number of students tested	498	497	479	454
Percent of total students tested	98%	97%	98%	100%
Number of students alternatively assessed	6	0	4	4
Percent of students alternatively assessed	1%	0%	.8%	.9%
SUBGROUP SCORES				
1. Hispanic				
(TAKS) % Met Standard	100%	93%	NA	NA
(TAKS) % Commended Performance	50%	27%	NA	NA
Number of students tested	14	15	NA	NA

Texas Tenth-Grade Criterion-Referenced ELA Test

Subject ELA Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2006 Publisher Texas Education Agency

	TAKS 2005-2006	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
(TAKS) % Met Standard	99%	93%	93%	97%
(TAKS) % Commended Performance	29%	18%	8%	32%
Number of students tested	504	474	445	464
Percent of total students tested	98%	99%	99%	95%
Number of students alternatively assessed	6	8	6	2
Percent of students alternatively assessed	1%	2%	1%	.4%
SUBGROUP SCORES				
1. Hispanic				
(TAKS) % Met Standard	100%	100%	NA	NA
(TAKS) % Commended Performance	48%	33%	NA	NA
Number of students tested	14	16	NA	NA

Texas Tenth-Grade Criterion-Referenced Math Test

Subject Math Grade 10 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2006 Publisher Texas Education Agency

	TAKS 2005-2006	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
(TAKS) % Met Standard	95%	97%	93%	98%
(TAKS) % Commended Performance	52%	34%	31%	35%
Number of students tested	508	468	450	483
Percent of total students tested	98%	98%	100%	98%
Number of students alternatively assessed	5	8	6	2
Percent of students alternatively assessed	.9%	2%	1%	.4%
SUBGROUP SCORES				
1. Hispanic				
(TAKS) % Met Standard	99%	93%	NA	NA
(TAKS) % Commended Performance	42%	27%	NA	NA
Number of students tested	15	16	NA	NA

Texas Eleventh-Grade Criterion-Referenced ELA Test

Subject ELA Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2006 Publisher Texas Education Agency

	TAKS 2005-2006	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
(TAKS) % Met Standard	100%	99%	96%	98%
(TAKS) % Commended Performance	44%	61%	31%	30%
Number of students tested	442	425	471	416
Percent of total students tested	97%	96%	98%	91%
Number of students alternatively assessed	13	11	6	0
Percent of students alternatively assessed	3%	3%	1%	0%
SUBGROUP SCORES				
1. Hispanic				
(TAKS) % Met Standard	94%	NA	NA	NA
(TAKS) % Commended Performance	41%	NA	NA	NA
Number of students tested	17	NA	NA	NA

Texas Eleventh-Grade Criterion-Referenced Math Test

Subject Math Grade 11 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2006 Publisher Texas Education Agency

	TAKS 2005-2006	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003
Testing Month	April	April	April	April
SCHOOL SCORES				
(TAKS) % Met Standard	99%	99%	99%	98%
(TAKS) % Commended Performance	56%	53%	50%	29%
Number of students tested	437	434	468	438
Percent of total students tested	94%	98%	97%	91%
Number of students alternatively assessed	13	11	6	6
Percent of students alternatively assessed	3%	3%	1%	1%
SUBGROUP SCORES				
1. Hispanic				
(TAKS) % Met Standard	100%	NA	NA	NA
(TAKS) % Commended Performance	59%	NA	NA	NA
Number of students tested	17	NA	NA	NA

Highland Park High School SAT Results 2001-2006

	2005-2006	2004-2005	2003-2004	2003-2002	2002-2001
# of Students	406/448	460/471	437/545	398/415	397/420
% of Senior Class	91%	98%	96%	96%	95%
Critical Reading					
HPHS Mean	586	592	578	586	586
State Mean	491	493	493	493	491
National Mean	503	508	508	507	504
Math					
HPHS Mean	602	602	585	601	608
State Mean	506	502	499	500	500
National Mean	518	520	518	519	516
Writing					
HPHS Mean	583	NA	NA	NA	NA
State Mean	487	NA	NA	NA	NA
National Mean	497	NA	NA	NA	NA
HPHS Critical Reading & Math Comp. Score	1188	1194	1163	1187	1194
HPHS Total Comp. Score	1771	1028	1026	1026	1020

Highland Park High School PSAT Results 2001-2006

	2005-2006	2004-2005	2003-2004	2003-2002	2002-2001
Critical Reading	54	54	54	54	55
Math	57	57	56	56	57
Writing	57	59	57	55	55
# Participating Juniors	443/465	434 /449	459/495	444/473	353/425
% Juniors	95%	97%	93%	94%	83%
# Semi-Finalists	21	14	17	8	18
# Commended	26	39	39	29	28