

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Mattie Adams-Robertson

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

Official School Name Harbor Teacher Preparation Academy

(As it should appear in the official records)

School Mailing Address 1111 Figueroa Place

(If address is P.O. Box, also include street address.)

Wilmington

City

California

State

90744-2311

Zip Code+4(9 digits total)

County Los Angeles

State School Code Number* 19-64733-0102921

Telephone (310) 834-3932

Fax (310) 834-4194

Web site/URL www.lausd.k12.ca.us

E-mail madam7@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Ms. Linda Del Cueto

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District

Tel. (310) 354-3400

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Monica Garcia

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 16 | % Asian or Pacific Islander |
| 25 | % Black or African American |
| 51 | % Hispanic or Latino |
| 7 | % White |

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 10 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	23
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	318
(5)	Total transferred students in row (3) divided by total students in row (4)	0.10
(6)	Amount in row (5) multiplied by 100	10

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 9

Specify languages: Spanish, Filipino, Korean, Mandarin, Japanese, Nepali, Portuguese, Ilocanofil, and Visayan

9. Students eligible for free/reduced-priced meals 51 %

Total number students who qualify: 167

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: $\frac{0}{0}$ % Total Number of Students Serve

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 Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<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		

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>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Special resource teachers/specialist	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support Staff	<u>1</u>	<u>1</u>
Total number	<u>15</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	98 %	97 %	97 %	97 %
Daily teacher attendance	95 %	95 %	96 %	96 %	90 %
Teacher turnover rate	15 %	0 %	15 %	17 %	50 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	10 %	11 %	9 %	4 %	0 %

Please provide all explanations below

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

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

Graduating class size	51	
Enrolled in a 4-year college or university	70	%
Enrolled in a community college	28	%
Enrolled in vocational training	1	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

In 2002, Los Angeles Harbor College and Local District 8 of the Los Angeles Unified School District collaborated to start the Harbor Teacher Preparation Academy (HTPA), a four year Early College high school located on the campus of Harbor College. HTPA is a Western Association of Schools and Colleges accredited school where students can simultaneously earn a high school diploma and an Associate of Arts (AA) degree. HTPA is the first established Early College/ Middle College High School in the nation and has the largest percentage of students earning both a high school and an AA degree. Primary goals in the design of the program are to increase the graduation rate and college enrollment of at risk/highly capable students and to address the teacher shortage in Local District 8 by fostering potential in students interested in becoming teachers. The HTPA student body includes students with high potential, including those who experience barriers to success, such as single parent households, primary language other than English, low income households, and other common obstacles to achievement. The program nurtures these students in a protected cohort by placing the high school classes on a college campus and by enrolling them in appropriate college courses designed to further their education while raising self-esteem through successful completion of course work at the college level.

Harbor Teacher Preparation Academy is in its sixth year as an Early College High School and to date has successfully graduated two cohorts with an average of 50% earning AA degrees, 5% earning AA degrees with honors, and 94% with 30 credits or more. 70% of our graduates have entered 4 year University programs, and 28% have continued at Harbor or neighboring Community College programs. Winner of the 2007 California Distinguished School Award and the Title One Academic Achievement Award, HTPA also boasts an Academic Performance Index (API)1 score of 828, 10/10 API ranking, 97% student attendance rate, 100% CAHSEE pass rate, 97% college course pass rate, and 100% graduation rate.

The mission of Harbor Teacher Preparation Academy is to provide students with the opportunity to concurrently earn a high school diploma and an Associate of Arts degree. Our dedicated staff empowers students to think analytically and creatively while preparing them to be competitive, socially responsible, and successful in the completion of their college degrees.

All Middle College High Schools share the following design principles: Empowerment of students through formal leadership roles in school governance; guidance programs such as peer counseling, and in academic support services such as peer tutoring; expectations that teachers are teacher-counselors within a structured system of support for students; student outcomes measured by multiple assessments including performance based assessments; and formal collaboration exists between the high school and college demonstrated through the sharing of educational resources, and coordination of college and high school schedules and calendars.

All Harbor Teacher Preparation Academy students are provided with meaningful learning activities due to implementation of our school mission and vision statement. Curriculum is based on techniques that encourage investigative learning and engage students in rigorous, in-depth coursework through Honors, Advanced Placement, and college classes. Staff frequently attends professional development workshops focused on differentiated instruction, positive communication inside the classroom, project-based curriculum, and interdisciplinary work. As a result of our tightly knit school community that includes an active college Advisory, an insightful college/high school Alignment Team, a strong Compensatory Educational Advisory Committee, a focused School Site Council, and a helpful Parent Teacher Student Association, student success is assured through a common vision, collaboration, and communication.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Performance data for Harbor Teacher Preparation Academy displays an outstanding overall level of student achievement. HTPA has continuously met Adequate Yearly Progress since the school's opening and is ranked 10 out of 10 in the Academic Performance Index ranking with a score of 828. The Academic Performance Index (API) is a State accountability system that is used to measure school and district standing and progress toward the NCLB and Annual Yearly Progress (AYP) requirements. HTPA has continuously exceeded the state target API of 800. The school has also successfully had all students pass both sections of the California High School Exit Exam by the time of their graduation.

On the 2007 California Standards Test (CST) approximately 80% of our students performed at or above proficiency in English Language Arts. California uses five performance levels to report student achievement on the CSTs: Advanced performance in relation to the content standards tested, Proficient performance, Basic performance, Below Basic performance, and Far Below Basic performance. The performance levels for each grade and subject area are based on scale scores that range between 150 and 600. The defining score separating proficient scores from basic scores is 350 for every grade and subject area. HTPA students' average scale scores were at some of their highest in 2007, with scores of 375 in 9th grade, 382 in 10th grade, and 386 in 11th grade. The percentage of students performing at or above proficiency has also continued to rise in all three grades over the years. This is a result of data-informed decisions driving instruction and interventions at the school.

In the past three years, 94-99% of HTPA's 10th grade students have passed the mathematics section of the California High School Exit Exam. 100% have passed in both English and math by the time of graduation. Students average scale scores in mathematics have ranged between 399 and 411 over the past three years. Proficient or above on the CAHSEE is a scale score of at least 373 for Math, and 387 for ELA. The scale score necessary to pass the CAHSEE is 350.

There aren't any apparent large discrepancies in student performance amongst the various subgroups. Data has varied some over the years, but due to the small overall student population, just a few students' scores can skew the data. The differences that do appear when comparing subgroup performance can be attributed to only a couple of students. All sub-group proficiency percentages in English Language Arts were at some of their highest in 2007 for all three grades tested. Data shows significant increases in all HTPA student performance over the past few years. Sub-group data on the math California High School Exit Exam also mirrors that of the overall school. The school has never had more than 4 students at a time scoring non proficient on the CAHSEE.

Website for state assessment information: <http://data1.cde.ca.gov/dataquest/>

2. Using Assessment Results:

One means by which instructional staff assesses and monitors students' ability to meet the state standards is through District periodic assessments in English, Math, and Science. These assessments are given three times a year, and the data is used as a guide to determine classroom instructional focus. After students complete the periodic assessments, teachers and the school's administrator review levels of proficiency and weakness. During professional development meetings, teachers review data and identify areas of low performance. These concepts can then be reviewed and re-taught.

In addition to district assessments, all instructors provide a wide variety of performance-based student evaluations, recognizing that students learn and demonstrate knowledge in a myriad of ways. The creation of classroom assessments is driven by and aligned with district and state tests and these assessments are used to prepare students for the CAHSEE and the CSTs. Instructors implement student-led discussions, oral presentations, quizzes, tests, research, collaborative work, student-generated projects, and hands-on activities. Quizzes and class-work are used as a means to assess student progress before a test or culminating activity. Teachers use results to decide on pacing and to decide if students need more review or if something needs to be re-taught. Assignments are evaluated using formal and informal rubrics. Students are provided with the opportunity to demonstrate personal strengths.

Teachers in all content areas identify students through pre and post assessment activities, district assessments, and state assessments, to determine students in need of support. These students are then referred or required to attend tutoring and/or assignment workshop. HTPA teachers provide tutoring for

students before/after school and on Saturdays.

Students also complete a student evaluation for every teacher at the end of each semester. Students provide responses regarding a teacher's instructional strategies, assignments, and overall effectiveness. Teachers then use this to adapt to student needs and make adjustments accordingly. Teachers also use the student evaluations in their end of the year self reflections to guide self-evaluation and goal setting.

3. Communicating Assessment Results:

Along with communication between HTPA teachers and students, communication with parents is of utmost concern. Every five weeks parents receive a report card. Additionally, teachers report grade data to the Technology Coordinator for uploading to the school website. This website is utilized for information but is also a means of allowing parents to review students' grades. The counselor and teachers contact students' parents directly if students have low test scores, missing assignments, or are in danger of failing a course. A parent's signature is required on all progress reports and they are encouraged to complete the comment and question section. The parents' comments are reviewed during the students' AVID course and teachers address parents' questions and comments. Lastly, teachers provide frequent grade print-outs for students and parent review. Efforts to assess monitor, and support student achievement have proven to be successful.

Because HTPA is a Predominantly Hispanic, Black, Asian, and Other (PHBAO) school, the district mandates parent conferencing a minimum of twice a year. During conferences, students' Advisory teachers speak with parents about student achievement and progress. A plan is developed to support and monitor student work habits, behavior, and achievement. Continuous contact between teachers and parents is established and teachers give recommendations and suggestions for learning support services available on the HTPA and college campus.

Parent Orientation in September informs parents and community members about the high school and college programs at HTPA, such as Title I, School Site Council, Compensatory Education Advisory Committee, and the Parent Teacher Student Association. During the Back-to-School night, parents meet teachers and are informed about class requirements. In the spring, Open House allows teachers and students to demonstrate their work and performance during the school year and student work is showcased.

4. Sharing Success:

Harbor Teacher Preparation Academy gladly shares its best practices and successful program concepts. The school believes strongly in collaboration and continues to learn and grow from what other schools share as well. The principal and teachers from HTPA have regularly presented effective practices at conferences and workshops organized by the Middle College National Consortium and Jobs for the Future. Presentations outlining HTPA's successful Teacher Peer Review process and procedures for opening a new school are a few of the topics shared by the principal and teachers at conferences in Atlanta, New Orleans, New York, and San Francisco. The principal and teachers have also presented on using school data and other important information about the HTPA program at the California Title One Academic Achievement Conference.

In order to effectively and regularly share information on a wide-scale, the school also participates in an online discussion forum (polilogue) with other schools belonging to the Middle College National Consortium. This forum allows school leaders and teachers to discuss and share best practices and to seek and offer advice and assistance.

HTPA also frequently hosts visiting teams from other schools interested in learning about the program. The school welcomes these visitors by providing campus tours, informational overviews, and interviews with teachers and students. In the last few years, HTPA has had local and international visitors from Ohio, Denver, Maryland, and Singapore.

Elevate Your Game, a local non-profit organization, recently piloted its peer mentoring program at HTPA. Participation in the program is high and students express and show great benefit from the curriculum, which teaches students to motivate one another, learn communication skills, build positive relationships, learn decision making skills, and practice conflict resolution. As a result of sharing the program's outstanding success at HTPA, it will soon be implemented at several other schools.

The school and program successes have also been featured in the Jobs for the Future Newsletter, MCNC

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students at HTPA are involved in a standards-based, advanced course of study during their high school careers. These rigorous classes demonstrate attainable, yet elevated, expectations. Curriculum is selected and designed around achievement of the California State standards, our school mission, and our Expected School-wide Learning Results. Throughout the coursework in high school and college classes, which are completed simultaneously, students meet all California A-G requirements. Meeting the state requirements ensures that all students have the opportunity to enroll in a four year college and successfully complete college requirements post-high school. The master schedule is designed to provide a challenging course of study for all four years of high school. With the exception of Avid, Journalism, Yearbook, and Modern History, all high school classes are either honors or Advanced Placement. They are offered on a block schedule of approximately 120 minutes per period and college courses are programmed in accordingly.

HTPA has a graduation rate of 100%, the highest of any high school in the LAUSD. In addition to students meeting district graduation requirements, many of them (65% of the class of 2006) graduate with an AA degree. Students take a challenging course of study that includes honors courses in math, English, social science, and science beginning in the ninth grade as well as at least one college course per semester. Incoming freshmen may be placed in Algebra 1 or Algebra II. Geometry and Math Analysis are also offered, as are college courses in calculus and statistics. All students take four years of high school English and history/social science. Advanced Placement courses in European History, English Language, and U.S. History are vertically aligned with college courses. In their senior year, all students take Advanced English Composition and World Literature, AVID or Journalism, Principles of American Democracy/ Economics, and Physiology. Additionally, most students earn up to 11 units of college courses per semester. 9th and 10th grade students take prescribed college courses as a high school group. Contracted college courses include: Health, Foreign Language, Physical Education, Music, History, and Biology. 11th and 12th grade students choose from a variety of other college courses, which typically include English Composition, Speech, Political Science, Physics, Chemistry, Child Development, Psychology, Sociology, Performance Music/Art, Art History, Trigonometry, Statistics, and Calculus. Students at HTPA take two or more years of a foreign language through the college. A majority of students enroll in Spanish during their sophomore and junior year. A few students enroll in French/Japanese. All students must enroll in a visual or performing arts theory and performance class. Students enroll in either music history to fulfill the theory requirement and choir, piano or guitar to satisfy the performance component. This requirement is also fulfilled through the college and students take one theory based course and one performance course.

Additionally, all incoming 9th grade students take part in a summer bridge program to ensure a smooth transition between middle school and high school. During this time, students tour the campus and experience first-hand their future at HTPA. Teachers discuss and review topics pertinent to academic success such as study skills, organizational skills, time management, and test taking strategies. 9th grade students also take a Personal Development 17 College Survival Skills course offered by Harbor College. The goal of the course is for students to gain relevant college related information needed for success in college with an emphasis on developing career goals, exploring colleges and universities, using campus services, and managing stress and time.

The vision of creating successful, college-ready students inspires all decisions on curriculum and program design, including the school-wide choice to implement the AVID program. AVID is a college preparatory program with the main goal of ensuring academic success for all students in particular those who are typically underachieving. The three main components of the program involve academic instruction, tutorial support, and motivational activities. Through Cornell note-taking, tutorials, SAT preparation, Socratic Seminar, collaborative team building activities, and an emphasis on research and expository writing, students acquire skills needed for success in post-secondary education.

All course curriculum is designed to create competitive students who are socially well-prepared and college bound. Students examine concepts, skills, and knowledge as they are used within and across disciplines, real life problems, and different cultural situations. Critical thinking skills and deeper understandings are developed through challenging opportunities including: special projects, independent study, alternate assignments, and student generated activities. All math and English lessons are designed in alignment with the local district's standards-based periodic assessments and the California High School Exit Exam (CAHSEE). HTPA has consecutively had a 100% pass rate on the CAHSEE English section and currently has a 99% pass rate on the Mathematics section. Any underperforming students are offered supplemental

support during AVID classes, before and after school tutorials, and in the college math and English labs.

2b. (Secondary Schools) English:

The curriculum for 9th and 10th grade English is based on the Institute For Learning's Principles of Learning. This curriculum was developed in collaboration with team members from the University of Pittsburg, local district staff, ELA Instructional Coaches, and HTPA teachers. The 9th and 10th grade year long curriculum is divided into three instructional components: persuasion, exposition, and literary analysis. The district provides an English Language Arts Instructional Guide, which teachers can use to guide and supplement daily lessons. Curriculum is based on: standards centered instruction; reading, writing, and speaking; research-based instructional support; building connections between genres and concepts; multicultural selections.

11th grade students take either an honors or Advanced Placement course. The 11th grade curriculum is divided into two components as: American Literature and Composition and Contemporary Composition. The focus of both courses is on rhetorically analyzing American fiction, poetry, drama, and nonfiction prose from the seventeenth century to the present. Most of the major assignments involve research or require students to write critical responses to text and to cite primary and secondary source material using conventions established by the Modern Language Association.

The 12th grade English courses are Expository Composition and World Literature. Curriculum has been developed in collaboration with the school district and the California State University system. All curriculum and instructional elements are standards-aligned and research-based. Core curriculum principles: Integration of interactive reading, writing, and discussion processes; a rhetorical approach to texts that fosters critical thinking; California standards alignment; research-based instructional support including culturally relevant and responsive teaching; materials and themes that engage student interest; classroom activities designed to model and foster successful practices of fluent readers, writers, and thinkers; methodologies with a consistent relationship between theory and practice; built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts.

Struggling students, including any reading below grade level are identified and assigned to tutoring sessions before/after school or on Saturdays. Students with low scores on tests or assignments also may receive Assignment Workshop, a mandatory after-school session where assistance with school work is available.

3. Additional Curriculum Area:

Social studies curriculum at HTPA is designed to challenge students and prepare them for success in college. Students take World History, A.P. European History or Modern History, Honors U.S. History or A.P. U.S. History, and Principles of American Democracy/ Economics. Curriculum development centers around universal concepts and themes such as Change; Challenging of Authority; Sovereignty of Nations; and Fear and Propaganda. The social studies department practices vertical teaming to align curriculum from one grade level to the next. A.P. courses are planned around a rigorous pacing plan that prepares students for the A.P. exams.

All instructors teaching Advanced Placement courses attended multiple workshops offered by the College Board focusing on content and curriculum. Several teachers not teaching A.P. courses have also attended the College Board A.P. workshops to gain an understanding of the rigors of the coursework and better prepare students for a smooth transition to A.P. and college level work.

The social studies department at HTPA challenges students to become critical thinkers and effective communicators by requiring them to read and analyze complex texts and documents and write frequently. In social studies A. P. courses students must complete difficult reading assignments, such as analysis of document based questions (DBQs). A DBQ requires students to develop their own conclusion after examining and analyzing several primary sources from a given time period or event. As early as their freshmen year, students begin examining primary documents and continue working with them at a more advanced level in their sophomore and junior years. By the time they are seniors, students should be able to read any text analytically.

Students also develop skills to become effective communicators through writing assignments in the form of short answer and essay. Students are expected to write an essay response for every test beginning their

freshmen year and continue practicing essay writing as sophomores. By their junior year, students are writing essays once a week. The social studies department at HTPA makes sure students follow a structured hierarchy that builds the foundation needed to become a critical thinker and effective communicator by the time they graduate.

4. Instructional Methods:

As a School for Advanced Studies, teachers are mandated to attend training on the use of differentiated instruction. The District provides instructional coaches and professional development workshops in all content areas that focus on current instructional methods and best practices. Teachers on site also serve as coaches in mathematics and English to lead and guide instruction.

School-wide instructional strategies used by all teachers include Cornell notes, group/collaborative activities, scaffolding techniques, project-based assignments, and reciprocal teaching. In the classroom, teachers utilize a variety of instructional strategies. Collaborative activities and jig sawing take place in content areas when reading through texts. Peer teaching is also commonplace in all classes at HTPA. In AVID, students participate in tutorial groups where they guide one another to problem solve through an inquiry process. Reciprocal teaching, literature circles, performance pieces, group discussion, peer revision, and writing portfolios are all differentiated activities taking place inside the English/Language Arts classrooms, allowing for all students with a variety of learning styles to participate. Teachers use a variety of media to present material to students such as power-point slides, smart boards, music, and graphic organizers. In addition to computers, teachers use LCD projectors, Elmo presenters, and smart boards to enhance and enrich instruction. Teachers provide students with authentic and real-life instructional opportunities, such as the student teaching project, science laboratory experiments and competitions, field trips, and opportunities for publication of student work. Teachers also work together to complete interdisciplinary units. All students complete honors coursework at the high school, while simultaneously completing college courses. Students use keyboarding skills, word processing skills, and information retrieval skills. In some courses students submit drafts to instructors on-line and feedback is instantaneous.

5. Professional Development:

In an effort to foster the professional growth and development of teachers and create shared leadership, HTPA has split its staff into two governing committees. One is a personnel committee responsible for the selection and interviewing of new teachers and facilitation of the yearly teacher peer review process. The other, the professional development committee, plans and organizes the agendas and topics for staff professional development meetings. Subject matters are based on input and suggestions from all teachers and goals identified by teachers in their yearly reflections.

HTPA faculty participates in collaborative monthly professional development meetings on the school site. These meetings include review and analysis of student scores and data to inform curriculum, instruction, and practice. Many meetings also focus on school-wide literacy efforts, examining student work, vertical teaming, interdisciplinary projects and technology incorporation.

HTPA is a member of the Middle College National Consortium, and representatives of the consortium serve to monitor, support, and guide professional development at the school. HTPA's Middle College Consortium coach frequently visits and has facilitated professional development meetings concerning interdisciplinary planning, literacy across disciplines, and enhancing critical thinking in the curriculum.

HTPA Teachers average 35+ hours every year in Professional Development beyond the regular work day. HTPA ensures that all teachers attend a minimum of 16 hours of professional development concentrating on differentiating instruction and teaching gifted learners. A majority of the staff attends the annual California Association for the Gifted Conference which offers expert presentations on research based practices. All teachers have attended the AVID Summer Institute and various other workshops related to implementation of AVID strategies. All have also been committed to attending the district sponsored professional development meetings and other trainings relating to curriculum and instruction in all disciplines.

Every year most of the staff and principal attend the annual Middle College National Consortium Institute in New York. Sessions include disciplinary workshops as well as workshops on advisory/ student support, career education, and Early College High School design principals. The Teacher Peer Review process is one effective practice that was gained and employed as a result of a workshop provided at the institute.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 9 Test CST

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	81	73	76	68	57
% "Exceeding" State Standards					
% Advanced Proficient	26	32	41	19	16
Number of students tested	100	101	82	68	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced Proficient	83	73	72	66	53
% "Exceeding" State Standards					
% Advanced	28	25	44		
Number of students tested	27	30	24	24	21
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	83	66	68	78	50
% "Exceeding" State Standards					
% Advanced	27	22	42		
Number of students tested	60	50	41	23	30
3. Re-designated Fluent English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus Advanced	79	61	69	71	55
% "Exceeding" State Standards					
% Advanced	23	18	27		
Number of students tested	47	33	26	14	22
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	79	71	55	60	
% "Exceeding" State Standards					
% Advanced	39	31			
Number of students tested	85	83	69	64	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	72	67	50	49	
% "Exceeding" State Standards					
% Advanced	38	31	19		
Number of students tested	58	48	48	39	
2. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	84	74	48	71	
% "Exceeding" State Standards					
% Advanced	44	35	7		
Number of students tested	25	23	27	17	
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	69	67	58	48	
% "Exceeding" State Standards					
% Advanced	29	31	19		
Number of students tested	42	42		25	
4. Re-designated Fluent English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	64	62	69	45	
% "Exceeding" State Standards					
% Advanced	21	19	23		
Number of students tested	28	26	13	22	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced	77	60	63		
% "Exceeding" State Standards					
% Advanced	36	18	12		
Number of students tested	69	55	57		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	72	60	68		
% "Exceeding" State Standards					
% Advanced	36	14	11		
Number of students tested	53	35	38		
2. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	80	38	50		
% "Exceeding" State Standards					
% Advanced	45	6	11		
Number of students tested	20	16	18		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	71	67	69		
% "Exceeding" State Standards					
% Advanced	29	21	8		
Number of students tested	34	24	26		
4. Re-designated Fluent English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced	64	69	65		
% "Exceeding" State Standards					
% Advanced	24	23	6		
Number of students tested	25	13	17		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient	98	99	94		
% "Exceeding" State Standards					
Number of students tested	88	83	69		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient	97	100	94		
% "Exceeding" State Standards					
Number of students tested	62	48	48		
2. African-American					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient	96	100	89		
% "Exceeding" State Standards					
Number of students tested	27	23	27		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient	95	98	100		
% "Exceeding" State Standards					
Number of students tested	44	42			
4. Re-designated Fluent English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient	97	100	100		
% "Exceeding" State Standards					
Number of students tested	29	26	14		