

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. Linda H Ahmed

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

Official School Name George Washington Carver High School of Engineering & Science

(As it should appear in the official records)

School Mailing Address 1600 West Norris Street

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

Philadelphia

Pennsylvania

19121-3324

City

State

Zip Code+4(9 digits total)

County Philadelphia

State School Code Number* 1111

Telephone (215) 684-5079

Fax (215) 684-5151

Web site/URL www.carverhses.net

E-mail cmurianka@phila.k12.pa.us

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 Mr. Thomas Brady

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

District Name Philadelphia

Tel. (215) 400-4000

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. Sandra Dungee Glenn

(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 |
| 8 | % Asian or Pacific Islander |
| 81 | % Black or African American |
| 5 | % Hispanic or Latino |
| 5 | % 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 1 %

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 | 3 |
| (2) | Number of students who transferred from the school after October 1 until the end of the year | 3 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 6 |
| (4) | Total number of students in the school as of October 1 | 601 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.01 |
| (6) | Amount in row (5) multiplied by 100 | 1 |

8. Limited English Proficient students in the school: 2 %
- | | |
|----|---|
| 14 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 4

Specify languages: Chinese
Vietnamese
Spanish
Bengali

9. Students eligible for free/reduced-priced meals 59 %

Total number students who qualify: 354

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: $\frac{3}{19}$ %
 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.

| | | | |
|---|-----------------------|---|--|
| 1 | Autism | | Orthopedic Impairment |
| | Deafness | 1 | Other Health Impairment |
| | Deaf-Blindnes | 9 | Specific Learning Disabilit |
| 3 | Emotional Disturbanc | 1 | Speech or Language Impairment |
| 2 | Hearing Impairment | | Traumatic Brain Injury |
| | Mental Retardation | 2 | Visual Impairment Including Blindness |
| | Multiple Disabilities | | |

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

Number of Staff

| | Full-time | Part-time |
|--------------------------------------|-----------|-----------|
| Administrator(s) | 2 | 0 |
| Classroom teachers | 29 | 0 |
| Special resource teachers/specialist | 0 | 3 |
| Paraprofessionals | 1 | 0 |
| Support Staff | 10 | 4 |
| Total number | 42 | 7 |

12. Average school student-classroom teacher ratio, that is, the number of $\frac{20}{1}$: 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 | 92 % | 92 % | 92 % | 93 % | 92 % |
| Daily teacher attendance | 96 % | 94 % | 96 % | 95 % | 97 % |
| Teacher turnover rate | 6 % | 8 % | 9 % | 7 % | 10 % |
| Student drop out rate (middle/hig | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school | 0 % | 0 % | 0 % | 0 % | 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 | 150 | |
| Enrolled in a 4-year college or university | 98 | % |
| Enrolled in a community college | 1 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 1 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| Total | 100 | % |

PART III - SUMMARY

Mission Statement:

HSES is an enrollment by application-magnet high school of approximately 600 students who have come from public, private and parochial schools. It is situated in a gradually re-emerging urban community, attracts students from diverse backgrounds, and is nearly gender-balanced. We seek to attract academically talented, motivated students who have interests in the sciences, mathematics, engineering, technology and medicine. We are committed to providing a focused, dynamic curriculum with depth in the specialty areas of our school with corollary extra-curricular opportunities. Our mission is to equip our students with academic tools and the scholastic mindset for success at institutions of higher education; we seek to have our students make a commensurate commitment, taking ownership of their learning and striving to become lifelong achievers.

Vision:

The vision of HSES is that every student will be motivated to a high level of academic attainment, pursue a rigorous secondary curriculum in one of our focus areas, and be prepared for achievement at an institution of higher education. This is accomplished through successive academic challenges, competence in using technology as a learning tool, a practiced ability to work collaboratively, an environment that appreciates individuality and stimulates creativity, yet maintains a culture of respect and responsibility. We seek to empower our students as future active citizens with numerate and verbal literacy, scientific curiosity, environmental consciousness, an expectation for lifelong learning, and an awareness of civic responsibility. All stakeholders: students, parents, teachers, support staff, administration and community partners uphold, demonstrate and reinforce these shared values and common vision.

Expectations and Opportunities for Student Learning:

All students are expected to conduct themselves with integrity so as to facilitate their own achievement and promote the learning of others. We expect all students to acquire a broad base of general knowledge, and a focused area of advanced skills. All students must meet the school district's minimum credit standards for graduation, but most students go well beyond this. All students are expected to participate in at least one extra-curricular activity. Our regular curriculum includes Advanced Placement courses in every content area. There are extended learning experiences with Community partner organizations, both business and non-profit. Students are strongly encouraged to utilize the summer to participate in programs such as the Governors' Schools and various University Programs. Finally, through the school district's dual enrollment program, students are able to take regular, campus based college courses throughout the year for advanced subjects and college credit.

Professional Practice and the School Environment:

Rooted our district's Core Curriculum, teachers provide a strong academic base and utilize proven pedagogical practices. Students engage in individual and group research projects, collaborative tasks, multi-media presentations. Teachers use various classroom assessments, and standardized tests to make strategic instructional decisions. Teachers frequently communicate with parents via phone, conferences, and by email. The school web site offers a valuable avenue for communication. We have been engaged in a two-year process of planning and experiencing major renovations and a new addition to our building. This is now scheduled for completion in Autumn 2008. Throughout this construction and transition process, the ongoing work of the school has been enhanced by the strong and consistent support of our many stakeholders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

(Information here is taken from the Pennsylvania School Report and the PA Department of Education web site: <http://www.pde.state.pa.us/a>. Additional reporting information and a resource tool for schools supported by the PDE is www.grownetwork.com.)

The school utilizes as one primary indicator of summative achievement the Pennsylvania System of School Assessment (PSSA). AYP targets measure whether a school or district is making sufficient annual progress towards the goal of 100% proficiency by the year 2014. Schools and districts must demonstrate AYP for their overall student population and for all racial and ethnic groups, students with limited English proficiency, economically disadvantaged students, and special education students. (When these subgroups contain fewer than 40 students, the subgroup is not separately evaluated but they are always counted in the overall student population. This is the case at HSES; no subgroups reach the minimum threshold of 40 for disaggregated analysis. Sub-groups within the class tested (actual number): White: 16, Black: 182, Latino/Hispanic: 7, Asian: 18, other 1; IEP: 3, Economically disadvantaged: 223

The highest and only high school grade tested is 11th 'the junior class. Students are tested in writing and separately in reading and math with both multiple-choice and open-ended response questions. Schools must meet graduation, participation (95%) and performance targets in order to make AYP. All targets are considered both overall and also for all measurable groups.

The prior year included pilot testing in science, but performance percentage AYP standards were not established. Student score reports are given in scaled score ranges, then equated to more general Performance Level Descriptors. These descriptors, with some additional definition are:

Advanced: superior academic performance indicating an in-depth understanding and exemplary display of the skills included in the PA academic standards;

Proficient: satisfactory academic performance indicating a solid understanding and adequate display of the skills in the PA academic standards;

Basic: marginal academic performance, work approaching, but not yet reaching satisfactory performance; indicates a partial understanding and limited display of the skills included in the PA academic standards;

Below Basic: inadequate academic performance that indicates little understanding and minimal display of the skills included in PA academic standards.

Meeting AYP requirements is determined by the percentage of students who have placed in the categories of Proficient and Advanced; the school itself is not classified by this four-category system. For the 2006-2007 test administration (the most recent at this time) the targets for meeting AYP were 54% proficient or advanced in reading and 45% proficient or advanced in mathematics.

HSES has consistently scored substantially above the minimum AYP requirements, and consistently above the 'Proficient and Above' percentages of both the local district (Philadelphia) and the state (PA). Later pages contain five years of scores, but for brief comparison, in the most recent test year, HSES Reading scores were 83% Proficient and Advanced, versus the district at 35% and the state at 65%. HSES Mathematics scores were 82% Proficient and Advanced, versus the district at 31% and the state at 53%. Comparing our scores from year to year trends have also followed a generally improving slope: Reading Proficient and Advanced: 78% (03) 87% (04) 86% (05) 86% (05) 88% (06) and 83% (07); Mathematics Proficient and Advanced: 65% (03) 74% (04) 63% (05) 71% (06) and 82% (07).

2. Using Assessment Results:

The school uses PSSA data along with several other standardized measures and other forms of assessment on an ongoing basis to evaluate student progress, adjust and fine tune instruction, and consider school-wide strategies and reforms.

The district provides a Core Curriculum, in the major content areas, complete with planning/scheduling timelines and a system of benchmark assessments. This benchmark data is collected on an ongoing

basis to help teachers and students assess mastery of a portion of curriculum. Teachers use this data for instructional guidance and review it with students on a whole class basis. Department groups consider this benchmark data in a subject 'specific framework (i.e., Algebra 2, US History, etc.)

In years prior to 2007-2008, the TerraNova standardized tests in Reading and Mathematics have been administered to 9th and 10th grade students. While summative with regard to the given year, they have also served to guide planning and the development of instructional strategies to address needs in specific subskills. While reviewed at the respective department level, this data is also analyzed on a whole staff/ cross-curricular basis for subskill reinforcement across content areas, and strategies are incorporated as part of the annual School Improvement Plan.

Further data that teachers include in on-going Data Binders are score reports from PSAT, SAT and AP testing. This data lends reinforcement, or can provide additional insight into students' subskill needs in particular content areas or suggest changes in academic methodologies in general.

In addition, we keep and share data pertinent to report card grades, including publishing and posting quarterly Honor Roll and perfect attendance lists. Between each of four report cards, interim reports, are done for all students. This results in a summative assessment for students approximately every four weeks throughout the school year. A systematic review of this data is built into our structure of Class Coordinators who receive and review copies of students' interim grades. The Coordinators serve as the conduit for referrals from teachers whose students who seem to need additional academic support.

3. Communicating Assessment Results:

Assessment results are widely disseminated in a variety of forms and through a variety of channels to all stakeholders. Students and their parents receive an individual score report of the statewide assessment. This includes a detailed explanation of the four categories and a breakdown of some specific subskill areas. A copy of this report is also reviewed by the Class Coordinator and then is retained in the students' permanent (hard copy) records. Along with the score report, parents get on-line resources for more information about the assessment, the types of skills pursued by the assessment, resource material and practice/released items from earlier test forms. This is part of the state assessment program, and contains a wide array of support material for families. Another way this material, along with other assessment information is used with families is through our Comprehensive Student Assistance Process. On a regularly scheduled basis, teachers meet with Class Coordinators as grade groups, discussions ensue, and referrals are made for those students who seem to need additional support. Follow-up meetings are held with the Coordinators and the Guidance Counselor and standardized test score reports are part of the critical analysis in that setting.

Teachers are widely encouraged to review assessment data with students in class, especially when test results are fresh. This provides a strategic intervention for students when they are most apt to be attentive; our students have generally responded positively to this methodology.

The school community is informed of assessment results through both formal and informal means. The publication of test score results by the school district internally, and picked up by news media afterward, is an anxiously awaited time for several competitive schools, including ours, across the city. After working with earnestness at strategies for improvement, the staff looks forward to the good-natured competition for the highest placing schools. Once the information is made available by the district, various analyses are done by staff and school community members, and are formatted and communicated through many informal channels, and across schools. As we update our website and produce update the school video presentation, the latest test information is included. The staff has been meeting voluntarily in the summer for a backwards glance and a forward look. The assessment and its analyses are a major topic of conversation and consideration, as plans for improvement are revisited anew each year.

4. Sharing Success:

The assessment results are published by the school district through internal channels, through in-house publications and handouts, through convocations of school administrators, through mass email, and through its web site. Within a relatively short period of time, the news of schools' results and standings are communicated and published through the various means of local media, including newspapers and television, in news reports and feature stories. An annual celebration is held for those schools that have achieved AYP, banners are distributed and school representatives are called forward to take a 'Hollywood-style' bow.

As time passes after the initial release of district data, more searching and in-depth analyses are done

within the school, and by various departments and levels across the school district. These results are discussed with earnestness at Regional meetings (geographically based) and citywide subject/content based meetings. Best Practices are a featured part of meeting agendas, and school representatives are expected to provide 'turn-around training' to colleagues back at school.

Another means of sharing success is necessitated by our being an admission by application only magnet school. We have no guaranteed student body through proximity of residence. Like other magnet/special admit school in our district, we must 'compete' for our student body each year. We participate in the annual High School Fair, presenting our school to potential enrollees and their families. A critical question for families entails assessment results, and we provide that information through handouts, video loops, in-person presentations, etc.

One other means by which we share our success is through participation in many local, regional, and national organizations, clubs and activities such as the World Affairs Club, Model U.N., the National Honor Society, Moot Court and Mock Trial competitions, and many more. Our participation in these events brings a visibility to the school, and an inevitable comparison of each school's 'statistics of success.'

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The school district has implemented and mandated a Core Curriculum, from K-12 in the required courses in each major content area. The intent was to provide a consistent foundation of basic skills in every major content area, and to assure a level of quality and rigor that would be transportable across the district as families in the city are often quite mobile and transition from one neighborhood to another during a school year. In order for students to be more consistently equipped with skills and to reasonably maintain a high level of expectation for all, the Core Curriculum was mandated with textbooks and supplementary material ordered centrally. The Core Curriculum was designed to specifically address and correlate with the state standards in each content area, and these standards are cross-referenced with the PSSA, the state's standardized /AYP-linked testing. More than five years into implementation, some variations on this foundation have been permitted, some significant improvements have been made, and a frequent reminder is that the Core Curriculum represents a 'floor, not a ceiling.' There has been wide-scale summer professional development to implement the Core Curriculum initially, and significant follow-up sessions have been offered. There has been a reinstitution of citywide department meetings and our school has been faithful in arranging for the consistent participation of respective representatives. Turn-around training has been carried out on a regular basis and has been cross-curricular.

The school district has maintained a credit unit system for graduation (essentially the Carnegie Unit system) and has exceeded the state's mandate for credits in various areas. Those requirements are: English (4.0 units), Social Studies (specified courses)(4.0 units), Mathematics (3.0 or 4.0 units), Science (3.0 or 4.0 units) (Math and Science must total 7.0) Arts and Humanities (2.0 units), World Language (2.0 units), Electives (3.0) Physical Education (1.0 units) and Health Education (.5 units). This is a total of 23.5 credits. In addition there is a requirement for a Senior/multi-disciplinary/service project.

HSES, because Engineering and Science are at the heart of its mission stipulates that students must earn at least 4.0 units of credit in each of mathematics and science, that all students take an introduction to Engineering elective, and that all students must take a Computer Science elective so as to be proficient in the use of technology as a tool for learning. The core courses areas required are English: at each grade level, students will be actively involved in research, reading, writing, speaking, listening and thinking about topics that are relevant to their lives. They will learn key reading strategies and how to use them to effectively read to learn in all content areas. Courses are English 1,2,3 (focus: survey of American Literature), and 4. (focus: survey of World Literature). HSES also offers AP English 4. Social Studies has four requirements: World history, African-American History, American History, and Social Science (examines government during the first semester and basic economic principles, the government's role in the economy, personal financial literacy, during the second semester). HSES also offers AP American Government and AP US History. In Mathematics we have: Algebra 1, Geometry, Algebra 2, and Pre-Calculus. HSES also offers AP Statistics and AP Calculus. Science requirements are: Physical or other Intro Science, Biology, Chemistry, and Physics HSES also offers Environmental science, AP Biology, AP Chemistry, anatomy. Engineering courses are offered through the national program, Project Lead the Way; HSES offers several Computer programming and web design classes for a technology focus, and we have a special Medical program group also. World Languages, (for year-long study) offered at HSES are Spanish, French and Latin. Arts include Drawing, Art History and Graphic design.

2b. (Secondary Schools) English:

Students at the HSES must qualify and compete for admission. Since the curricular emphases of the school, inherent in its name are Engineering, (Math) and Science, there are many students who meet the standards for admission, are competent in basic skills, but still lack the sophisticated literary skills required to excel at higher levels of academic study.

There are a number of opportunities for HSES students to improve their reading skills to on- grade level, or who simply need to enhance their skills for higher level course work in various content areas.

Students who are experiencing difficulty in any class are encouraged to attend after school tutoring sessions with the regular teaching staff. We also have resources for tutoring assistance within and outside of the

school: Peer tutoring (National Honor Society/ Beta Club), College student visiting tutors, and local college campus based tutoring services. Students who have received an unsatisfactory grade in a core subject are given the opportunity to earn a passing grade through the Grade Recovery Program. Students who desire to strengthen and deepen their skill base in reading and mathematics in preparation for the Scholastic Aptitude Test are invited to attend an eight week SAT Prep session on Saturdays during the Fall and/or Spring. Embedded in our current school roster is an eighty-minute block period. In consultation with the organization office, key subjects are strategically placed in the block to accommodate academic areas of challenge for students who need more time on task, or an opportunity for more-in depth practice.

For students who are beyond basic levels but still need reinforcement and enhancement of their literacy skills, there are a number of electives that are offered. The electives offered during this school year are: Drama, Current Events (non fiction readings), Psychology, Sociology, Short Stories, Law and Film.

3. Additional Curriculum Area:

The Engineering Program at the High School of Engineering and Science (HSES) is one of the cornerstones of the school's curricular offerings. In September 2004, HSES elected to implement Project Lead The Way, Inc. engineering curriculum, in response to a growing national need to educate students in science, technology, engineering and mathematics (STEM) to meet the increasing demand for a qualified workforce in the field of engineering. The Project Lead the Way, Inc. curriculum, is a four-year pre-engineering sequence of courses which will strengthen and deepen the curricular focus on engineering and engineering technology at the HSES. The Project Lead The Way, Inc. curriculum contains essential content based on the expertise from engineering and manufacturing industry leaders and education experts. Some of the courses include: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Computer Integrated manufacturing and Civil Engineering and Architecture. Currently, teachers have been trained and provide instruction in Introduction to Engineering Design and Principles of Engineering. We are anticipating additional teacher training during the Summer of 2008, in order to expand our engineering course offerings. This rigorous program will not only prepare students for engineering related majors resulting in future engineers, but the program will provide challenging course options for the students who demonstrate high interest levels in mathematics and the sciences. Previously, we have had some modest success with engineering students acquiring paid internships, shadowing and mentoring experiences; however, we continue to seek partnerships with construction companies, architectural firms, and engineering departments to further external experiences for our engineering students. HSES students maintain active memberships in the nationally recognized ACE Mentoring, Inc.(Philadelphia) and the National Society of Black Engineers Jr. (University of Pennsylvania). Engineering students have attended and participated in Nanotechnology Camp (Penn State University), robotic and engineering competitions at local universities and a host of engineering presentations and career fairs.

4. Instructional Methods:

The High School Plan for Content Area Literacy (School District of Philadelphia, Office of Curriculum and Instruction) is the quintessential document that teachers utilize to achieve the goal of assisting readers to navigate text in all subject areas. The High School Plan is designed to interface with the Planning and Scheduling Timeline when planning daily, weekly and monthly units of instruction. The desired behaviors that students will exhibit when teachers implement the High School Plan are the development and extension of vocabulary, learning cooperatively, connecting with prior knowledge, predicting, self-questioning, clarifying and summarizing, representing information graphically and building study skills. There are three main components of the High School Plan: 1) Student Voice ' Student Ownership; 2) Interdisciplinary Teacher Teams; and 3) Six Instructional Strategies. The three components of the plan are meant to make the teaching of essential content in all subjects more powerful.

Student Voice Student Ownership: Students take ownership and responsibility for their learning and for the demonstration of learning in assessments. Each student examines his/her own data and then reacts reflectively and productively to the assessment results (i.e., tests, Benchmark Examinations, Mid Term Examinations, PSAT, etc.).

Interdisciplinary Teacher Teams: It is a school structure that supports and values coordinated instruction and planning. It allows teachers to develop a common understanding and language to effectively communicate a consistent message about learning. Students are clear about the culture of the school because similar skills and processes are modeled and practiced across all content areas. Best practices of the Interdisciplinary Teacher Team method are demonstrated through the Summer Enrichment Projects for grades nine through twelve and the Senior Multidisciplinary Projects required for graduation.

The Six Instructional Strategies: The goal of all instruction is to teach students how to effectively use a

variety of comprehension strategies to read, understand and recall information from text. The strategies are as follows: 1) Preview Vocabulary; 2) Preview /Analyze/Connect; 3) Reciprocal Teaching; 4) Summarize and Synthesize; 5) Comprehension Constructors; and 6) Structured Notetaking. These strategies are monitored through informal and formal classroom observations and lesson plans.

5. Professional Development:

In-house professional development sessions are designed to respond to the needs expressed by our teachers. Recent professional developments have been provided by College Board representatives to address teachers' concerns with student achievement on the standardized tests. The two half-day sessions were Holistic Scoring and Integrating SAT Preparation and Strategies into Classroom Instruction. SchoolNet training is presented to the staff annually which includes updates on District and school webpages and District, school and student data analysis and reporting. Currently, our Teacher Technology Leaders are providing iBook Computer Training for Leopard Basics, iCal, iPhoto, iMovie, etc. Also, department chairs regularly attend School District meetings and provide turn-around training as the District intends (i.e., The High School Plan, Webb's Depth of Knowledge, etc.). Additional professional development opportunities are directed to departments and individual teachers as the information becomes available. Teachers have participated in special Saturday offerings by the District. We have committed to participation in the Workshop Classroom with several teachers meeting in the building and other off-site sessions. HSES teachers are, also, encouraged to shadow colleagues at other school buildings in similar content areas. Likewise, Title I funds are set aside for travel to local, state and national conferences. We have an on-going commitment to Perkins Grant funding, Project Lead the Way for the development of a four tiered course sequence for Engineering. The 'New Building' plan includes a room designed for Professional Development for our own staff and other School District staff.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | March | March | March |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| Proficient & Advanced | 88 | 86 | 87 | 78 | 76 |
| % "Exceeding" State Standards | | | | | |
| Advanced | 32 | 37 | 29 | 14 | 10 |
| Number of students tested | 244 | 165 | 124 | 118 | 121 |
| Percent of total students tested | 100 | 98 | 99 | 100 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 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 | March | March | March | March | March |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| Proficient & Advanced | 71 | 63 | 74 | 65 | 88 |
| % "Exceeding" State Standards | | | | | |
| Advanced | 29 | 28 | 37 | 21 | 45 |
| Number of students tested | 244 | 166 | 124 | 118 | 121 |
| Percent of total students tested | 100 | 99 | 99 | 100 | 98 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |