

Revised 03/10/06

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal : Mrs. Nancy Jane Knowles

Official School Name: Highland Park Elementary

School Mail Address: 4900 Fairview Drive
Austin, Texas 78731-5422

County: Travis State School Code Number: 207-901-119

Telephone: (512) 414-2090 Fax: (512) 414-2626

Website: www.hipark.austinisd.org E-mail: jknowles@austinisd.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. Pat Forgione

District Name: Austin Independent School District Telephone Number: (512) 414-1700

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. Doyle Valdez

I have reviewed the information in this package, 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_____

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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: 74 Elementary schools
 17 Middle schools
 0 Junior high schools
 12 High schools
 9 Other
- 112 TOTAL
2. District Per Pupil Expenditure: \$8,677
- Average State Per Pupil Expenditure: \$8,916

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. 7 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 | 34 | 52 | 86 | 8 | | | |
| 1 | 40 | 37 | 77 | 9 | | | |
| 2 | 52 | 43 | 95 | 10 | | | |
| 3 | 56 | 45 | 101 | 11 | | | |
| 4 | 40 | 35 | 75 | 12 | | | |
| 5 | 41 | 37 | 78 | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 512 |

6. Racial/ethnic composition of the students in the school:
- 80% White
 - 2% Black or African American
 - 11% Hispanic or Latino
 - 7% Asian/Pacific Islander
 - 0% 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: 3%

[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. | 4 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 9 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 13 |
| (4) | Total number of students in the school as of October 1 | 512 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.0253906 |
| (6) | Amount in row (5) multiplied by 100 | 3 |

8. Limited English Proficient students in the school: 3%
14 Total Number Limited English Proficient

Number of languages represented: 3
 Specify languages: Spanish, Farsi, Filipino

9. Students eligible for free/reduced-priced meals: 6%

Total number students who qualify: 29

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: 7%
37 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.

- | | | |
|---|-----------------------|---------------------------------------|
| 1 | Autism | Orthopedic Impairment |
| | Deafness | 8 Other Health Impaired |
| | Deaf-Blindness | 15 Specific Learning Disability |
| 4 | Emotional Disturbance | 9 Speech or Language Impairment |
| | Hearing Impairment | Traumatic Brain Injury |
| | Mental Retardation | 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

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | 1 | 1 |
| Classroom teachers | 30 | 2 |
| Special resource teachers/specialists | 5 | |
| Paraprofessionals | 16 | |
| Support staff | <u>4</u> | — |
| Total number | 56 | 3 |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teacher: 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.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 97% |
| Daily teacher attendance | 97% | 97% | 96% | 97% | 96% |
| Teacher turnover rate | 13% | 7% | 7% | 12% | 7% |

* Indicates that data is NOT available due to a system change.

PART III - SUMMARY

Built in 1952, Highland Park Elementary looks nothing like the school facilities built today. Although the building is dated, visitors are more aware of the shine on the old tile floor, the displayed evidence of student involvement, and the welcoming sense of belonging shared by all those in the school community. Our greatest strength is the community commitment of working together to help all students discover their passion for learning and develop the skills needed to succeed. We provide a positive and productive learning environment that enables every student to achieve and exceed state and district expectations. Commitment is illustrated through dedicated teachers with an average of 18 years of experience, involved parents who contribute over 14,000 volunteer hours each year, custodians who greet students by name, an office staff that makes even the most hesitant parent feel comfortable, neighbors who mentor students with special needs, and administrators who facilitate decisions based on what is best for children.

Highland Park's vision is best shared through our Mission Statement. Faculty, students, and parents chose to communicate the school's educational philosophy through our Scottie Dog mascot:

*S*uccess: the opportunity to succeed

*C*itizenship: responsible members of the American society and world community

*O*ppportunity: the opportunity to learn and grow in a caring atmosphere

*T*echnology: a world-class technology system

*T*eamwork: a partnership of students, staff, parents, and community

*I*nnovation: creative ideas to meet the needs of today's students

*E*xcellence: mastery and achievement beyond basic curriculum

*S*olutions: problem solvers to prepare for the future

Team commitment to creatively meet student needs is a Highland Park tradition and this philosophy is reinforced through every school interaction. Students acknowledge their own commitment daily as they recite the Scottie Pledge: "I am a Highland Park Scottie. I am a partner in my education. I pledge to make decisions that will help me become the best person I can be."

Our school-wide CLASS program is just one example of teacher and parent teams working together for children. CLASS, *Character, Leadership, Active Minds, Skills, and Service*, is integrated throughout the academic curriculum to ensure we are educating the whole child:

C – Emphasis on the ethical pillars of *Character Counts*

Safe Place's *Bullyproof* and *Quit It!* Curriculum

L – Leadership groups such as Student Council, Leadership Austin Kids, School Mail Team

A – Exploration of individual learning strengths and needs using *The Mind That's Mine*

S - Skill development for working in a group and making the best of our learning strengths

S – Service opportunities to develop a lifelong commitment to helping others

437 students have completed a total of over 6,000 hours of community service

One highlight of CLASS is *Family Groups*. Beginning in second grade, each student is assigned to a vertical team of students who will be his or her permanent *Family Group* at Highland Park. These vertical family teams meet monthly with their family teacher to build relationships, address student concerns, and discuss issues of character and cooperative learning. As in any family, students come to understand and accept one another, regardless of grade levels and individual differences. Through CLASS, students gain personal insight and skills. They are eager and confident facing academic challenges because they feel accepted and valued in their learning environment.

At the heart of Highland Park's success is a sense of ownership. Each member of the school community has a vested interest in continuing a heritage of excellence. We believe in the future of quality public education and are actively engaged in the preparation of today's students for this new century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Reading and Math

Like children in all public schools in the state of Texas, Highland Park's students in third through fifth grade are assessed annually through the Texas Assessment of Knowledge and Skills (TAKS) to evaluate mastery of the Texas Essential Knowledge and Skills (TEKS) state curricula. TAKS consists of questions designed to measure problem solving, critical thinking, processing, and application of knowledge and skills in specific content areas. These include annual assessment of reading and math, writing in fourth grade, and science in fifth grade. As mandated by the 76th Texas Legislature in 1999, Texas schools replaced the old Texas Assessment of Academic Skills (TAAS) with the TAKS in 2002–2003. The new assessment has proven to be more challenging, but Highland Park students continue to rise to the challenge. Additional information regarding the Texas state assessment system can be found at: www.tea.state.tx.us/student.assessment

Student assessment results are reported according to the state-established passing percentage defined as Meeting the Standard. Students in this category achieved a scaled score of at least 2100 on the 2005 assessment and can be assumed to have sufficient understanding of the knowledge and skills measured by TAKS in the subject area at their particular grade level. In addition, students can achieve Commended Performance with a scaled score of at least 2400 on the assessment, meaning they answer at least 90% of the test items correctly. Commended Performance is recognized as high academic achievement at a level considerably above the state passing standard. Since the TAKS was implemented in the spring of 2003, 98 – 100% of our third, fourth, and fifth grade students have met the standards on the reading assessment while 97 – 99% have met the standards on the math assessment. The majority of our subgroups are too small to measure, but our Hispanic and Asian populations scored at a level equal to or higher than our overall school population. During the same 2003–2005 period, the number of Highland Park third through fifth graders achieving Commended Performance has increased significantly each year. Commended Performance levels in Reading rose from 49% in 2003 to 58% in 2005, while Math rose from 30% to 41% over those same three years. In 2005 alone, an outstanding 75% of third graders achieved Commended Performance in Reading and 56% of fifth graders reached Commended Performance in Science. Documentation for Highland Park's assessment performance can be found at: <http://www.tea.state.tx.us/perfreport/aeis/2005/index.html>
<http://www.tea.state.tx.us/student.assessment/reporting/taksagg/yr0405/index.html>

According to the Texas Accountability Rating System, schools are rated as Exemplary, Recognized, Acceptable, or Low-Performing based on overall campus passing rates in each tested area. Highland Park has received the highest recognition as an Exemplary School for all but one year since the state began the rating system. Only 4% of Texas public schools and four schools in the Austin Independent School District (AISD) received an Exemplary Rating for 2004-2005. Texas also awards Gold Performance Acknowledgements for high rates of Commended Performance on assessment results. Highland Park led the AISD in 2005 with the greatest number of Gold Performance Acknowledgements earning Commended recognition in Reading, Mathematics, Writing, and Science; Comparable Improvement in Reading; and recognition for Attendance. These outstanding levels of achievement across all academic areas confirm Highland Park's daily commitment to excellence in all subjects for all students.

2. Using Assessment Results:

The consistently high level of performance on state assessments can be linked to Highland Park's use of a variety of assessment tools and procedures throughout the school year and across grade-levels. Teachers identify strengths and weaknesses and tailor curriculum activities accordingly to meet the needs of all students on campus. In addition to the Texas Assessment of Knowledge and Skills (TAKS), teachers

use information gathered from benchmark tests, teacher-created tests, achievement tests, anecdotal records, observations, journals and portfolios to provide instruction targeting specific student needs which results in exemplary performance by all students.

Assessment results are essential components of the continuous process employed at Highland Park to identify student needs, guide instruction, and evaluate performance. Prior to the start of school, teachers review student information including standardized test scores, report cards, portfolios, parent information, and prior teacher records. In the primary grades, the Texas Primary Reading Inventory (TPRI) and Developmental Reading Assessment (DRA) are used to identify students needing additional support for early reading skills. Students in upper grades are assessed with multiple tools including the MAT- 7. Students may leave their homerooms for part of the school day to work with another grade-level teacher skilled in meeting their behavioral or learning style needs. Teachers also use assessment data to select some students for small group instruction with a Reading or Math Specialist. After analyzing data, the Specialist works to address the needed skills and concepts for each student. This system offers additional support for students to master required concepts and skills.

The Campus Advisory Council (CAC), composed of staff, parents, and community representatives, use TAKS assessment results to write the Campus Improvement Plan (CIP) which is a tool to set goals for school performance in specific curriculum areas. Objectives are established to target improvement in instructional strategies and activities in order to improve student and school performance.

3. Communicating Assessment Results

Success at Highland Park is founded on our strong team of staff, parents, students and community. Effective and continuous communication among these team members contributes to the high level of achievement by individual students and our exemplary school performance. To begin the year, parents are provided TEKS learning guides outlining the curriculum for the year and a Student Handbook containing Accountability Ratings. Teachers host “Back-to-School Night” to describe school and classroom goals for parents. Older students are encouraged to set their own academic goals and guided to recognize their progress throughout the year. Teachers share student performance through individual conferences, data folders, written communication, student/teacher created rubrics, analysis of standardized tests and benchmark tests, and classroom assessments.

Communication with parents is ongoing. Weekly folders go home containing homework, completed student work, graded papers, letters from classroom teachers, and other school or PTA information. The Scottie Weekly Reader provides a comprehensive look at the calendar for two weeks with school events, community announcements, and an update from the Principal. Teachers have daily planning and conference periods for team meetings, parent meetings, phone calls, or e-mail correspondence. Report cards and standardized test results go home to parents and school-wide results are posted on the school website. The school’s yearly Report Card including the *Adequate Yearly Progress Report* and *Highly Qualified Teacher Report* outlines performance based on state and federal standards.

Rich informal communication of results takes place across campus with both parents and students. The Principal holds Brown Bag Lunches with parents to share assessment results and other information related to school performance. The Campus Advisory Council meets monthly to discuss school issues. PTA members and staff submit information related to school events and school performance to the local neighborhood newspaper and neighborhood association publications. Students, themselves, receive continuous classroom feedback to guide them as they work to develop academic and behavioral skills. Teachers provide tools for students to practice evaluating their personal work and their actions so they can begin to assess their own performance.

4. Sharing Success

Highland Park enjoys visits from schools throughout the state and nation. Recently, a team came from Arkansas to observe our integration of technology in the classroom and our student production and presentation goals in the Computer Lab. Our website allows us to share technology and instructional units as students post their written products and creations. Teachers receive emails from around the world asking for details and plans to implement similar units.

Each semester, experienced faculty and staff members host interns and student teachers from the University of Texas, St. Edward's University, and Texas State University. Most interns request to stay at Highland Park for their student teaching semester because of the receptive attitude and caring support of our teaching teams. This partnership fosters a learning community in which new educators learn from experienced mentors while sharing with us the latest research about classroom instruction and techniques.

Faculty members present training sessions at the district, regional, state, and national level. Trainers facilitate for nationally recognized programs such as *Character Counts*, *MTA/Basic Language Skills*, and *Schools Attuned*. In addition to training and writing curriculum for our campus and district, teachers have also been commissioned to write and present for organizations including the National Council for the Social Studies, Capitol Restoration Project, Bob Bullock Texas State History Museum, Heritage Society of Austin, and the Lower Colorado River Authority.

Our collegial philosophy emphasizes team efforts while valuing each individual. Many of our faculty meetings feature a team of teachers sharing expertise with the staff. We are willing and able to share successful practices beyond our school community. Our last two Teacher of the Year nominees were selected as district semi-finalists and served on the A.I.S.D. Superintendent's Teacher Advisory Forum.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Though our core curriculum centers on state and district mandates, teachers add their own strengths and experiences to develop a cohesive school program that meets community needs and results in meaningful learning and high achievement. Training in *Principles of Learning* helps teachers focus, implement, and assess a rigorous curriculum with clear expectations.

The essence of planning and implementation is a collegial approach. Teachers with needed expertise head vertical teams to examine assessment data, generate solutions for student needs, and ensure effective curriculum alignment. Our Math Team, for example, recognized students scored relatively low on TAKS items related to measurement. They worked with grade level teachers to redesign lessons that strengthen those skills.

A collegial approach also enables teachers to integrate **Special Areas** of the curriculum, including Art, Music, P.E., Spanish, Technology, and the Library. During third grade's study of the Middle Ages, for example, students discuss artists of the Renaissance, perform folk dances of the period, examine Spain's rise as a world power, research period society and customs, develop slide shows based on medieval myths, and create related crafts including calligraphy and stained glass. In addition to supporting grade level units, Special Area teachers strive to develop lifetime enthusiasm and basic skills that encourage students to actively pursue creative and athletic interests.

Teachers structure *Balanced Literacy* classrooms to deliver an integrated **Language Arts** program that includes effective listening and speaking, reading, writing, English, spelling, handwriting, and theater arts. In addition to assessing and teaching specific skills, teachers strive to produce lifetime readers who can communicate effectively. Students enjoy a wide variety of good literature and use language in many meaningful ways. Every grade level offers many opportunities for students to share communication skills. Fourth graders, for example, share writings in Author's Chair, enter poetry and essay contests, and can choose to produce fairy tale plays, Depression-Era radio broadcasts, or their favorite scenes from Shakespeare's plays.

Reflecting our Mission Statement, **Math** curriculum emphasizes "solutions" and developing problem solvers who are prepared for the future. Students must demonstrate the ability to reason, solve problems, and apply mathematical knowledge to everyday experiences. Structured presentation of concepts maximizes student understanding by providing activities at the appropriate Piagetian level of understanding. Lessons begin with the concrete level in which students depend on models and manipulatives as they explore concepts. Teachers then incorporate pictorial and symbolic linking

experiences and finally move students to the abstract manipulation of numerical and mathematical symbols. Student understanding goes beyond the algorithm to the underlying reasoning.

Grade level teams alternate **Science and Social Studies** or integrate the two in cross-curricular units. Instructional strategies emphasize hands-on lab activities, primary source artifacts, and divergent student products. Many classroom units are built on research-based kits from FOSS – Full Option Science System and AIMS – Activities Integrating Math and Science. Students utilize higher-order thinking skills working in cooperative groups to predict, research, conduct experiments, and present inferences about their observations. Teachers guide group and individual progress through questioning strategies based on Bloom’s Taxonomy. Such successful practices result in excellent Social Studies Benchmark scores, outstanding TAKS Science scores, over 200 students participating annually in our Science Fair, and nine out of our twelve District Invention Fair entries coming home with prize ribbons.

Curriculum at Highland Park is never static. Teachers keep up with the latest research on curriculum and instruction through workshops, district committees, and sharing with other colleagues. We are currently charting and examining our grade level enrichment units to ensure that each activity is purposeful and truly a valuable use of limited classroom time.

2. Reading Curriculum:

Reading builds the foundation for lifetime learning, so Highland Park teachers provide meaningful literacy experiences and closely monitor students’ reading progress. Beginning in Kindergarten, students enjoy a print-rich environment that encourages natural language acquisition. Teachers read to and with students on a daily basis. They select from picture books, texts, poetry, and award-winning novels to provide appropriate literature that captures student interest.

Frequent assessment using daily informal observations and formal data from the Flynt Cooter, Developmental Reading Assessment, and Texas Primary Reading Inventory allows teachers to individualize reading skills instruction. First grade teachers reinforce reading skills using Spalding phonics and spelling. Second and third grade provide additional support through Project Read. Based on assessment, students may be pulled for dyslexia intervention with our Reading Specialist, after school tutoring to fill in missing skills, or intensive MTA/Basic Language Skills instruction through Special Education. Upper grades continue reading support through needs groups, Reading Workshop, and structured vocabulary development.

All grade levels encourage a love of literature by varying the genre and instructional settings to appeal to diverse learners. Classroom units include Ice Cream Readers, Reading Counts, Literature Circles, novel or author studies, and Book Clubs. All reading units tie directly into both a writing and a speaking component to reinforce the connectedness of communication.

Highland Park’s Librarian increases student enthusiasm for reading through our annual Book Fair, author visits, book talks, *Texas 2 x 2 Books* for younger readers, and *Texas Bluebonnet Books* for third through fifth graders. This past year, 131 students read at least five Bluebonnet novels, non-fiction, and picture books to be eligible to vote for their favorite in the state-wide election.

3. Social Studies Curriculum:

Comprehensive Social Studies units are designed to integrate history, geography, government, economics, literature, technology, character education, and presentation skills. Fourth Grade, for example, opens with a teacher-developed unit entitled *Texas from the Ground Up* which includes completion of the FOSS Earth Materials kit, analysis of soil and vegetation samples from across Texas, student maps of Texas geographic regions, PowerPoint presentations on endangered species in each region, examination of census records to determine the most common occupations in the regions, research and discussions on how these occupations and human behavior brought about the need for local and state government, and study of historical novels such as *Old Yeller* and *Tales From the Homeplace*.

Primary source materials such as letters, census records, journals, old photographs, period maps, and household artifacts prove that significant citizens such as Sam Houston and George Washington Carver are not just names in a textbook. People from the past also serve as role models when students understand they were ordinary people who used their talents and resources to achieve extraordinary goals.

Even heroes are not perfect and everyone must overcome weaknesses. The natural extension of this understanding is for students to realize their own potential for contributing to society. Our CLASS program provides students with their first opportunities to use personal talents and resources to help others. Examples of service projects this past year include collecting funds for Katrina victims, writing letters to service personnel in Iraq, and creating table decorations for Hospice.

Teachers reach beyond American history through enrichment units on Japan, the Middle Ages, and Ancient Greece. Fifth grade students examine Greek culture and its contributions to modern society through instructional activities including a vocabulary unit highlighting Greek roots, comparison of ancient and modern systems of government, art projects based on Greek artifacts, and productions of teacher-written plays based on Greek myths. Many fifth-graders qualify to take the National Mythology Examination and at least one-third of those earn medals each year for scoring 98% - 100%.

4. Instructional Methods:

Highland Park's instructional organization facilitates our philosophy of working together to maximize each student's achievement. Most students spend a large portion of their instructional day in heterogeneous homerooms. Beginning in second grade, however, they may leave their homerooms for part of each day to work in flexible needs groups for math and language arts instruction. This combination of experiences and collegial teacher planning ensure all students engage in challenging activities that reflect their learning styles and strengths.

If alternative approaches or classroom modifications prove unsuccessful, teachers may utilize *Schools Attuned* strategies, provide individual tutoring, or refer the student to our IMPACT committee to determine if additional intervention is needed. Possible student assistance includes dyslexia or dysgraphia testing, providing technology tools, bringing in district behavioral specialists, group sessions with our Reading or Math specialist, 504 designation, or referral to Special Education.

Special Education teachers work as part of our grade level teams so students can be mainstreamed or placed in inclusion classes for most of their day. Almost all of our identified Special Education students spend only the language arts block in a resource setting receiving MTA/Basic Language Skills or specialized writing instruction.

All students benefit from an enriched curriculum that includes individual choices for extensions and grade level cross-curricular units. Most Highland Park teachers are certified to teach Gifted and Talented students and all have been trained to differentiate instruction by one of our colleagues who was selected as District Gifted and Talented Teacher of the Year in 2001. In addition to these opportunities, students formally identified as Gifted and Talented work together with the principal to achieve goals outlined in the AISD *G/T Curriculum Scope and Sequence*.

5. Professional Development:

Highland Park is a community of learners and our teachers engage in professional learning on a daily basis through developing innovative methods with students, observing in other classrooms, planning with colleagues, and working on campus committees. In addition to formal district-directed staff development, all Highland Park teachers participate in faculty-planned training programs after school or in the summers. A vertical Staff Development team evaluates teacher-identified needs based on the most current assessment results as well as district and state goals. Recent professional development opportunities have included incorporating new technology into student presentations, implementing changes in the Special Education referral process and available services, and helping students deal with anxiety and learn to focus effectively.

Our dedication to student success and the increasing number of children with special needs and learning differences has led to Highland Park's commitment to implementing Dr. Mel Levine's *Schools Attuned*. Grants and P.T.A. funding have enabled the majority of our teachers to complete this intense training and "attune" many of our students. The attuning process educates children and their families to understand the way they learn and develop strategies enabling them to be more successful. Our entire faculty participated in a book study of Dr. Levine's bestseller, *A Mind at a Time*, and interested parents attended a teacher-led series of sessions outlining Dr. Levine's neurological constructs.

Individual teachers also pursue training at conferences and workshops and then return to campus and share with colleagues. The teachers training teachers model allows our faculty to efficiently and effectively stay up to date with research and best practices on learning differences, student needs, and achieving success for all students.

PART VII - ASSESSMENT RESULTS

Subject **Reading** Grade **3**
Edition/Publication Year **2004-05**

Test **Texas Assessment of Knowledge and Skills**
Publisher **Texas Education Agency**

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing month February and April | | | |
| SCHOOL SCORES* | | | |
| % At or Above Meets State Standards* | 100 | 99 | 100 |
| % At Exceeds State Standards* | 75 | 53 | 54 |
| Number of students tested | 76 | 80 | 83 |
| Percent of total students tested | 93 | 95 | 93 |
| Number of students alternatively assessed | 6 | 4 | 6 |
| Percent of students alternatively assessed | 7 | 5 | 7 |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 2. African American | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 3. White | | | |
| % At or Above Meets State Standards | 100 | 99 | 100 |
| % At Exceeds State Standards | 75 | 53 | 54 |
| Number of students tested | 66 | 73 | 73 |
| 4. Hispanic | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |

----Scores are masked to protect confidentiality

*Small numbers of students in other ethnic groups included in the TOTAL tested.

Subject **Mathematics** Grade **3**
Edition/Publication Year **2004-05**

Test **Texas Assessment of Knowledge and Skills**
Publisher **Texas Education Agency**

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing month February and April | | | |
| SCHOOL SCORES* | | | |
| % At or Above Meets State Standards* | 95 | 100 | 100 |
| % At Exceeds State Standards* | 33 | 44 | 20 |
| Number of students tested | 79 | 80 | 88* |
| Percent of total students tested | 94 | 95 | 97 |
| Number of students alternatively assessed | 5 | 4 | 2 |
| Percent of students alternatively assessed | 6 | 5 | 3 |
| SUBGROUP SCORES | | | |
| 1. Economically Challenged | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 2. African American | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 3. White | | | |
| % At or Above Meets State Standards | 96 | 100 | 100 |
| % At Exceeds State Standards | 30 | 45 | 22 |
| Number of students tested | 69 | 73 | 79 |
| 4. Hispanic | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |

*Small numbers of students in other ethnic groups included in the TOTAL tested.

Subject **Reading** Grade **4**
Edition/Publication Year **2004-05**

Test **Texas Assessment of Knowledge and Skills**
Publisher **Texas Education Agency**

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing month February and April | | | |
| SCHOOL SCORES* | | | |
| % At or Above Meets State Standards* | 99 | 99 | 99 |
| % At Exceeds State Standards* | 47 | 47 | 43 |
| Number of students tested | 78 | 77 | 75 |
| Percent of total students tested | 98 | 95 | 94 |
| Number of students alternatively assessed | 2 | 4 | 5 |
| Percent of students alternatively assessed | 2 | 5 | 6 |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 2. African American | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 3. White | | | |
| % At or Above Meets State Standards | 99 | 99 | 98 |
| % At Exceeds State Standards | 48 | 47 | 45 |
| Number of students tested | 71 | 69 | 65 |
| 4. Hispanic | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |

---- Scores are masked to protect confidentiality. *Small numbers of students in other ethnic groups included in the TOTAL tested.

Subject **Mathematics** Grade **4**
Edition/Publication Year **2004-05**

Test **Texas Assessment of Knowledge and Skills**
Publisher **Texas Education Agency**

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing month February and April | | | |
| SCHOOL SCORES* | | | |
| % At or Above Meets State Standards* | 97 | 97 | 99 |
| % At Exceeds State Standards* | 44 | 23 | 22 |
| Number of students tested | 78 | 79 | 76 |
| Percent of total students tested | 97 | 96 | 94 |
| Number of students alternatively assessed | 2 | 3 | 5 |
| Percent of students alternatively assessed | 3 | 4 | 6 |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 2. African American | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 3. White | | | |
| % At or Above Meets State Standards | 97 | 97 | 98 |
| % At Exceeds State Standards | 41 | 25 | 22 |
| Number of students tested | 70 | 71 | 64 |
| 4. Hispanic | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |

*Small numbers of students in other ethnic groups included in the TOTAL tested.

Subject **Reading** Grade **5**
Edition/Publication Year **2004-05**

Test **Texas Assessment of Knowledge and Skills**
Publisher **Texas Education Agency**

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing month February and April | | | |
| SCHOOL SCORES* | | | |
| % At or Above Meets State Standards* | 100 | 100 | 100 |
| % At Exceeds State Standards* | 51 | 62 | 49 |
| Number of students tested | 69 | 71 | 77 |
| Percent of total students tested | 93 | 91 | 93 |
| Number of students alternatively assessed | 5 | 7 | 6 |
| Percent of students alternatively assessed | 7 | 9 | 7 |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 2. African American | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 3. White | | | |
| % At or Above Meets State Standards | 100 | 100 | 100 |
| % At Exceeds State Standards | 55 | 61 | 51 |
| Number of students tested | 61 | 61 | 72 |
| 4. Hispanic | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |

* Small numbers of students in other ethnic groups included in the TOTAL tested.

| | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|
| Testing month February and April | | | |
| SCHOOL SCORES* | | | |
| % At or Above Meets State Standards* | 100 | 100 | 100 |
| % At Exceeds State Standards* | 47 | 51 | 47 |
| Number of students tested | 68 | 72 | 78 |
| Percent of total students tested | 93 | 95 | 95 |
| Number of students alternatively assessed | 5 | 4 | 4 |
| Percent of students alternatively assessed | 7 | 5 | 5 |
| SUBGROUP SCORES | | | |
| 1. Economically Disadvantaged | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 2. African American | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |
| 3. White | | | |
| % At or Above Meets State Standards | 100 | 100 | 100 |
| % At Exceeds State Standards | 49 | 54 | 51 |
| Number of students tested | 61 | 61 | 72 |
| 4. Hispanic | | | |
| % At or Above Meets State Standards | | | |
| % At Exceeds State Standards | | | |
| Number of students tested | | | |

*Small numbers of students in other ethnic groups included in the TOTAL tested.