

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Ms. Linda Lazenby

Official School Name: Michael E. DeBakey High School for Health Professions

School Mailing Address:
3100 Shenandoah St
Houston, TX 77021-1042

County: Harris State School Code Number*: 101-912-026

Telephone: (713) 741-2410 Fax: (713) 746-5211

Web site/URL: http://hs.houstonisd.org/debakeyhs/ E-mail: llazenby@houstonisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Abelardo Saavedra

District Name: Houston ISD Tel: (713) 556-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Lawrence Marshall

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:	196	Elementary schools
	48	Middle schools
		Junior high schools
	40	High schools
	10	Other
	294	TOTAL

2. District Per Pupil Expenditure: 8088

Average State Per Pupil Expenditure: 7826

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. 1 Number of years the principal has been in her/his position at this school.

17 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	0	0	0	7	0	0	0
K	0	0	0	8	0	0	0
1	0	0	0	9	109	157	266
2	0	0	0	10	74	131	205
3	0	0	0	11	49	74	123
4	0	0	0	12	55	91	146
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							740

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
36 % Asian
31 % Black or African American
26 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
7 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is 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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1.	740
(5)	Total transferred students in row (3) divided by total students in row (4).	0.005
(6)	Amount in row (5) multiplied by 100.	0.541

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 340

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 free and reduced-price school meals 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: 0 %

Total Number of Students Served: 0

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 Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<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	<u>0</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>49</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>7</u>	<u>0</u>
Total number	<u>64</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	99%	98%	98%	98%	98%
Daily teacher attendance	95%	96%	96%	96%	96%
Teacher turnover rate	11%	11%	9%	10%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	147	
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	0	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

The Michael E. DeBakey High School for Health Professions (DHSHP), located one mile east of the world renowned Texas Medical Center, is recognized as one of the finest high schools in Texas.

In 1972, the Houston Independent School District (HISD) and the Baylor College of Medicine (BCM) joined forces to create an innovative educational program to address the dwindling number of minority health care professionals. The challenging health science curriculum was designed to prepare youngsters from traditionally under-represented groups for careers in the health professions.

DHSHP is a magnet school that attracts students from the entire HISD. Each year over 1,000 students apply for the 250 seats in the freshmen class. Students are accepted based on their interest in health science, their academic performance, their standardized test scores, and their conduct and attendance data. Currently, DHSHP has 740 students. Its diverse population consists of: 36.6 % Asian; 28.9% Black; 27.8% Hispanic; and 6.7% white.

The administration, faculty and members of the community have fashioned a vision in response to the needs of the DHSHP's unique student body, a vision that promotes high academic standards, appreciates cultural diversity and values community service. The required core-curriculum combines a rigorous college preparatory program with hands-on, health related learning experiences. The DHSHP curriculum offers magnet and Advanced Placement (AP) coursework. Another unique feature of the DHSHP's curriculum is the one hundred hours of community service required by all graduating seniors.

DHSHP's close proximity to the Texas Medical Center, the largest medical center in the world, enhances the health science program by providing the students hands-on learning experiences in their health care facilities. The ninth and tenth grade students acquire basic health-care knowledge and explore career opportunities in health and medicine on the campus. The eleventh and twelfth graders participate in clinical rotations in BCM-affiliated teaching hospitals.

Through the years DHSHP has garnered numerous accolades from the United States Department of Education, the Texas Education Agency, and the Texas Governor's Committee for Educational Excellence. DHSHP has been recognized by US News and World Report as one of the top 100 schools in the country in 2008 and 2009 and was named a Blue Ribbon school in 1997 and again in 2003.

DHSHP is a premier school due to the commitment and support of its administration, faculty and community advisers. Many of the instructional staff hold doctoral degrees, and all members of the health science faculty are certified or licensed in health care fields such as: chiropractic, dentistry, nursing, medical technology, public health and veterinary medicine.

The mission of DHSHP is to provide a challenging, well-balanced college preparatory program which focuses on educational experiences in science and the health professions and furthers an understanding and appreciation of our multi-cultural community.

DHSHP is a community of learners that embraces high academic standards and is supported by BCM, one of the nation's foremost medical schools. In addition to its advanced curricula, DHSHP seeks to create an environment in which students of different cultures, ethnic, and socioeconomic backgrounds work together toward a common goal of careers in healthcare.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As students in a public school in the state of Texas, all students at DHSHP are required to take the Texas Assessment of Knowledge and Skills (TAKS) each spring. The TAKS test is a criterion –referenced test given in Mathematics and Reading in ninth grade and English Language Arts, Mathematics, Science, and Social Studies in tenth grade. All eleventh grade students are required to pass EXIT Level tests in English Language Arts, Mathematics, Science, and Social Studies in order to graduate.

The Texas Association Agency (TEA) designates three categories for student performance: Commended Performance, which indicates a passing rate much higher than the state standard; Met Standard, which indicates a passing standard just at or slightly above the state standard; and Did Not Meet Standard, which means a score below the state passing standard. TEA also categorizes schools in Texas according to their students' performance on TAKS. An Exemplary rating is given to school with 90% passing rates on all tests and in all subgroups. A rating of Recognized is earned with a 75% passing rate on all tests and in all subgroups. A passing rate of 60% in Reading and 45% in Math receives an Acceptable rating, and any school that fails to meet those standards on any test in any subgroup is designated Academically Unacceptable.

Reviewing five years of Reading and Math TAKS scores at DHSHP, one will notice the striking data showing 99-100% passing rates for all five years in all subgroups. DHSHP has received an Exemplary rating from TEA for the past thirteen years. All students have met the standard passing rate of 75% for two decades. Thus, our instructional staff began focusing on increasing commended performance in all tests and all subgroups.

An analysis of Reading scores in ninth grade and tenth grade shows that DHSHP's commended scores at least doubled over the course of five years as a whole and in all sub groups, with Hispanic students showing the most gains. Eleventh grade commended scores also improved significantly, especially the economically disadvantaged subgroup which showed an increase of 33%. However, there is some concern that eleventh grade commended rates in Reading dropped in 2007-2008 overall and in all sub groups except African Americans.

Upward trends in DHSHP's Math scores at the commended level are even more dramatic. While increases range from 31% to 85% in all sub groups in ninth grade, Hispanic and African American tenth graders showed increases at or near 200%. Although the gains are not as steep in eleventh grade, these students continued to average gains of 34%-36 % in the Economically Disadvantaged, African American, and Hispanic subgroups. We are proud to note that the achievement gap in our commended rates among the various subgroups continues to narrow at the eleventh grade in both Reading and Math.

We attribute these annual increases in commended performance to several factors: individual student analysis of previous test and benchmark performance; the involvement of our staff in professional learning communities; and a continued focus on "value-added" instruction.

While DHSHP is committed to increasing commended performance rates on TAKS, we also set our sights on increasing performance on PSAT, SAT, and AP scores. Consistently surpassing district, state, and national averages, DHSHP students demonstrate readiness for a challenging college experience. However, much more work is needed to ensure that all DHSHP students score at competitive levels on these high stake tests.

TEA 2007 Accountability Information

Website:<http://www.tea.state.tx.us/perfreport/account/2007/manual>

TEA 207 Accountability Manual:

<http://www.tea.state.tx.us/perfreport/account/2007/manual/manual.pdf>

TEA 2007 Requirements for each rating Category:

http://www.tea.state.tx.us/perfreport/account/2007/manual/table_6.pdf

2. Using Assessment Results:

Our approach to assessment is to utilize both qualitative and quantitative data from a variety of sources to obtain a balanced and integrated evaluation of our instructional program. To assess student performance we analyze standardized tests, i.e., TAKS, PSAT, SAT, Stanford10 and AP and common assessment data, examine cyclical course grades, review pre-TAKS diagnostics, monitor attendance and dropout rates, and track enrollment in Pre-AP and AP courses. In addition, we distribute surveys to students, recent graduates, alumni and parents and collect parent sign-in sheets at meetings. We establish timelines for our objectives and allocate resources based on the information we derive from these sources. All of these measures are utilized to support student growth, revise our curriculum and direct future goals. This approach is consistent with our mission, which is to help students access and prepare for the best undergraduate education available, so that they will eventually be competitive candidates for medical schools and graduate programs in health science. In addition to AEIS data, teachers and administrators use standardized test scores to identify weaknesses in the curriculum, plan intervention programs, flag at-risk and gifted students and study annual trends. DHSHP student test scores are compared to district, state and national averages. Administrators review student's cyclical grades to see how well they are meeting curricular objectives and to judge teachers' effectiveness. Tutorial offerings are adjusted each six weeks to meet student needs. Cycle and semester grades are systematically reviewed for inflated grades and high failure rates. In-service training is provided to remedy weaknesses in teacher performance. Departmental groups, under the direction of the instructional team leaders, study common assessment data each six weeks and propose adjustments as needed. Departmental and grade level PLC's are charged with the responsibility of studying assessment data, setting annual achievement goals, and proposing recommendations if fluctuations are noted. A results-oriented approach to data drives the goal of continuous improvement for all our students.

3. Communicating Assessment Results:

Effective communication with all stakeholders about assessment results is vitally important. Each third and sixth week of the school year assessment data are shared with the parents. After the third week of each grading period, teachers complete progress reports which document each student's performance for the student and their parents/guardians. After the next three week period, cycle grades are printed and distributed to the students. Additionally, an on-line district database, The Source, makes student grades available to all parents on-line. Teachers provide frequent feedback so that students who have below average grades can seek assistance in a timely manner. Phone contact between teachers, students and counselors is common. Parent/Teacher conferences are conducted as needed. At the end of each six week cycle, parents of students with failing grades are notified via mail to schedule a conference with their counselor. The counselors conduct conferences with at-risk students and their parents to explain grading procedures, promote tutorial participation, and discuss teacher generated growth plans. Teachers and parents may request additional conferences throughout the year, as needed. Every year students receive their individual standardized test scores for the Stanford 10 and TAKS to share with their parents.

Annually, all assessment data are compiled and shared with the community. The School Profile Report along with the School Report Card are shared with parents at the Open House, select PTA, SDMC and Community Advisory Committee meetings and the Prospective Student/Parent Open House. A brief presentation is

provided to assist the community in understanding the meaning and use of the data. Annual assessment data are also posted on the school's website for all to view.

4. Sharing Success:

Historically, DHSHP has received leadership teams from all corners of the globe wanting to emulate the DHSHP pre-college, health science-focused program in their own communities. DHSHP is happy to host visitors to share our successes and aid others in avoiding the growing pains of our 37-year old program. We believe that we grow with each visitor as we learn from other exemplary programs. DHSHP has received the Blue Ribbon Award in 1997 and 2003. We are committed to the slogan "We are a Good School, Getting Better!"

DHSHP successes have been chronicled in all HISD publications. The HISD provides full disclosure of all standardized test data for all schools, which is disseminated city-wide. Our accomplishments are advertised in local news media, on our website, on the school marquee and most importantly, via word of mouth. Additionally, BCM and TMC publications routinely print news clips concerning the school's and students' achievements and recognitions. Campus and district-wide celebrations are held yearly along with student and employee incentives for academic improvement. Each faculty, department, administrative, PTA and SDMC meeting begins with a time to share our most recent accomplishments. Students, parents, teachers, and community partners are continually recognized for the role they play in our success story.

It is impossible to enumerate the number of health science programs that have been implemented in the United States mirroring the DeBakey model. We are now pleased to announce that our model has gained recognition on an international scale. In 2008, a new DHSHP opened in Doha, Qatar. We are encouraged by the growth of these specialized health science programs that assist in curbing the world-wide health care demands in all communities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

DHSHP'S curriculum was designed to meet the needs of students who have a particular interest in health science. We not only address broad goals for student learning found in most educational institutions, but also give students an academic preparation that far surpasses state requirements.

Many courses help students integrate the knowledge they have gained, promote problem-solving skills and stress higher order critical thinking skills. Students learn to develop their character and ethical judgment in preparation for life in a complex, diverse society. Students are taught an appreciation of democratic values and are required to explore volunteerism through community involvement by donating 100 hours of community service. Teachers stress the importance of technology and its applications in society. All students must complete a computer course that emphasizes word-processing, spread sheets and internet applications.

DHSHP students are required to take four years of sequenced English courses designed to develop individual language proficiency for college level work. To achieve this goal, English courses expand students' vocabulary, facilitate their ability to participate in discussion, teach literary analysis, and stress appropriate reading and writing strategies.

Perhaps our most challenging goal, DHSHP requires students to graduate having completed five credits in Math: Algebra 1, Geometry, Algebra 2, Pre-calculus and AP Calculus AB. All levels of Math courses emphasize computer and calculator skills. Students set window parameters, zoom and store formulas, investigate the slope of a line and solve linear systems and quadratic equations. The Math Department masterfully aligns the curriculum to accomplish a goal of high achievement for all students on the AP Calculus AB exam. In 2009, DHSHP's passing rate for African Americans on the AP Calculus AB exam received national recognition.

The four year sequence of required Science courses includes: Biology I, Integrated Physics and Chemistry, Chemistry, Physics and Advanced Placement offerings in Biology, Chemistry and Physics. Two of the science department's goals are to prepare the students for college level work and to improve students' scores on AP exams. In the process of completing the four-year rigorous science curriculum, DHSHP students participate in a wide variety of activities. All classes stress hands-on laboratories that investigate the basic principles of motion, acceleration, force and energy. Students learn the quantitative nature of chemistry and receive a solid background in chemistry and physics.

Our social science department offers courses in World Geography, World History, United States History, Government and Economics. Advanced placement courses are offered in World History, Government and Economics. The department objectives stress essay writing, vocabulary building and study skills, such as note taking, outlining and summarizing, all of which improve students' reading comprehension and ability to participate in discussions. We encourage interdisciplinary projects and emphasize diversity and multiculturalism in accordance with DHSHP's mission.

DHSHP offers dynamic visual arts and theatre programs. The visual and theatre arts curriculum awakens students' right brain-based spatial, visual and analogic faculties and integrates these with dominant, left-brain associated analytical functions stressed heavily in other academic disciplines. This approach builds student confidence, offers perspective absent from many programs, and enhances problem solving skills. These skills are augmented by interdisciplinary projects that foster critical technical skills.

DHSHP's foreign language department strives to achieve state and national foreign language standards. All French and Spanish courses incorporate reading, writing, listening and speaking skills from levels I-IV (pre-

AP and AP). Students in beginner courses focus on vocabulary building, pronunciation, sentence structure, grammar and dictation. As they advance to intermediate levels, students demonstrate a more sophisticated mastery of vocabulary, role play dialogues, and write descriptive passages. At the most advanced level, students demonstrate conversational mastery and are capable of discussing historical and current events, analyzing works of literature in the original language, and writing extended essays.

2b. (Secondary Schools) English:

All students complete required summer reading as a part of the English curriculum, and they are tested on these texts when they resume in the fall. Students needing additional assistance in reading comprehension are provided with targeted tutorials to hone these skills. DSHSP does not have a comprehensive Limited English Proficient (LEP) program. Therefore, teachers work one-on-one with former LEP students who need help. Each year TAKS diagnostic tests are used to identify students needing help with TAKS objectives. Students scoring below the passing mark are placed in TAKS tutorials for specific skills development.

English I focuses on writing as both process and critical reasoning. Students master special terms and concepts used to discuss literature which promotes a more sophisticated level of analysis. Students write essays in which they argue a particular interpretation of a text based on textual evidence. Writing assignments require students to analyze the audience, engage in heuristics, drafting, peer evaluation, revision and research. All students assemble portfolios highlighting their growth as writers.

All sophomores concurrently enroll in English II and World History. This combination of courses allows students to consider the historical context of literary texts. Sophomore English involves extensive SAT vocabulary building and 200-300 analogies. All sophomores are required to enroll in an SAT preparation course that devotes nine weeks to verbal reasoning, reading comprehension and writing and nine weeks to math concepts and computation. This preparation has demonstrated increases in standardized test scores culminating in annual passing rates of 99% TAKS exit level test.

Junior English, which is also taught concurrently with U.S. History, involves the study of American Literature and history. Senior English is a survey of British literature, culture and history. Both courses stress increasingly complex literary analysis and interpretation, culminating in preparation for AP exams in Language and Literature.

3. Additional Curriculum Area:

DHSHP is a magnet school established to encourage and promote careers in science, health and medicine; health science technology (HST) courses play an essential role in our curriculum and in meeting the school's mission.

Ninth graders are enrolled in Introduction to Health Science Technology (HIS), where students are introduced to the history of medicine, medical ethics, and basic medical terminology. In addition, they explore over 400 health care centers and participate in career planning and exploration activities.

Students move to Health Science Technology (HS1) in tenth grade to expand their knowledge of concepts learned in IHS and begin studying human anatomy and physiology. The application of these two subjects becomes practical for the students when they learn to take a patient's vital signs and obtain Red Cross certification in cardiopulmonary resuscitation and first aid.

Eleventh graders take Health Science Technology 2 (HS2), which allows students to explore three disciplines of health science in three twelve-week rotations: Medical Laboratory, Dental Science, and Patient Care Science. Patient Care Science teaches students basic nursing techniques, i.e., checking vital signs, feeding patients, and charting and recording patient data. Students also learn appropriate professional dress and

behavior and participate in a three-week externship under the supervision of a licensed health care professional at a TMC hospital or clinic.

Twelfth graders complete their Health Science curriculum sequence with Health Science Technology 3 (HST3), which also allows students to explore three disciplines of health science in three rotations: Advanced Health Science, which provides a hands-on approach to the study of anatomy and physiology, culminating in an extensive cat dissection; Biomedical Engineering and World Health, which delineates an overview of contemporary technological advances to improve human health world-wide; and Preceptorship, which gives each student the opportunity to work alongside a health care professional in the student's area of interest for a three-week period.

4. Instructional Methods:

DHSHP makes a concerted effort to meet the needs of all our students. Students with disabilities are identified by the Houston ISD, and The Admissions Review Dismissal (ARD) committee develops an Independent Education Plan (IEP) for each teacher to follow. Currently, DHSHP has 504 classified students. Most of these students have Attention Deficient Disorder and receive modifications in each of their classrooms. Any student with a medical disability is monitored by the school nurse and when needed by the student's physician.

Gifted and Talented students are encouraged to enroll in advanced placement courses. DHSHP offers advanced placement courses in: Biology, Chemistry, Calculus AB and BC, English Language, English Literature, French Language, Government, Macro-Economics, Spanish Language, Statistics, Physics, United States History and World History. All DHSHP teachers are GT certified and participate in Laying the Foundation (LTF) an instructional development program designed to improve rigor in pre-AP and AP classes. Students interested in AP credit may attend early morning (7A - 7:45A), morning (8A – 8:30A) and after school tutorials (3:25P – 4:25P) for additional assistance.

Limited English Proficient (LEP) students are usually exited from the program prior to entering DHSHP. Once enrolled at DHSHP, the Chair of the Language Proficiency Assessment Committee (LPAC) monitors these students for two years. DHSHP has one migrant student. This student is a senior and has excellent grades. Tutorials are always available to any student requiring additional assistance.

At-risk students are identified early, and interventions are provided. Classroom teachers give students and parents' progress data each three week period. If a student is struggling and has course averages of less than 75% or unsatisfactory conduct, he/she is placed on a growth plan. The growth plans evaluates progress in class work, attitude, class participation and test grades. The parent, student and counselors meet to discuss the growth plan requirements. Students with grade averages below 70% are required to attend a mandatory tutorial session which is incorporated into the regular school day.

5. Professional Development:

DHSHP's professional development plan reflects our goal: challenging students academically and creating a nurturing environment. The short term plan is guided by teachers' requests, Academic Excellence Indicator System (AEIS) data collected by the TEA, and students' needs. The long term plan expands on professional development opportunities from the previous year. Each spring, teachers submit ideas for professional development activities for the upcoming year. The Dean of Instruction targets consistent areas of interest and considers whether or not teachers' suggestions will advance curricular goals. The HISD and state may mandate areas for professional development, such as the PLC initiative.

This year we have planned five professional development days, two of which are devoted to improving student commended performance in TAKS and continued work in AP vertical teams. In the spring we will use a professional development day to evaluate the results of our approach. Mid-year, we offered Smart® Board

training for 12 teachers. Teachers' written responses to surveys concerning the materials presented and the presenter's effectiveness will determine the value of each professional development workshop. It is our hope that other teachers will request participation in this technological teaching method.

This year DHSHP incorporated an Early Dismissal system. Every six weeks the students are dismissed one hour early, so that teachers can meet in PLC groups. The PLC groups are rotated from grade level activities to departmental learning opportunities. Additionally, we continue the rotational schedule of meeting in PLC groups during the Tuesday-Thursday morning tutorial period. Using this scheduling method allows each department to meet bi-monthly.

All DHSHP teachers meet or exceed the required forty-five hours of professional development. In addition to campus level professional development, teachers are encouraged to attend state and national conferences as well as workshops at our local universities. HISD provides quarterly training through Laying the Foundations (LTF), which is specifically designed to enhance differentiation in depth, complexity, and pacing of subject matter.

6. School Leadership:

The Principal, the Assistant Principal, and the Dean of Instruction are responsible for the day to day operation of the school. They are assisted in curricular matters by the Instructional Team Leaders, who are responsible for modifying the school's curriculum. The teachers present suggestions to their Instructional Team Leaders who then present proposals to the Dean and other members of the Instructional Team.

The Community Advisory Committee, parents and DHSHP instructional staff define the school's goals and review them annually. All goals must be approved by a 67% of the faculty vote by secret ballot. Goals are communicated to the staff at faculty meetings, to parents at PTA and SDMC meetings, and to students through their SDMC representative.

We highly value students' input when defining school goals and priorities. Each grade level elects representatives to the Student Council, who meet with the Principal, as needed. Two elected student representatives sit on the Principal's Advisory Council and the Dress Code Committee.

DHSHP teachers influence decisions on a number of levels. In addition to their contributions to departmental meetings, teachers participate in decision making through the SDMC. The SDMC holds monthly meetings to include all members of the community in the decision-making process concerning the budget, staffing, and curriculum.

The Community Advisory Committee, composed of medical professionals, parents, educators and community leaders, serves as a community voice on behalf of the school and acts as an additional communication link between parents, the community, and the HISD's central office.

Representatives of BCM provide essential input and guidance to the school. BCM brings expertise to all areas of the HST curriculum that are not available to most of the nation's schools. In short, all stakeholders are encouraged to take leadership roles in the planning and implementation of the goals and mission of DHSHP.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: TAKS

Edition/Publication Year: TEA

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Apr	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	99	100	100	99
% Advanced	82	61	59	40	39
Number of students tested	202	154	178	193	190
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	99
% Advanced	73	58	50	35	32
Number of students tested	94	84	70	103	100
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	92	71	78	56	63
Number of students tested	73	51	55	61	57
3. (specify subgroup): African American					
% Proficient plus % Advanced	100	98	100	100	99
% Advanced	75	44	45	22	25
Number of students tested	60	54	71	58	73
4. (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	100	100	100	100
% Proficient plus % Advanced	75	67	57	35	26
Number of students tested	51	46	35	60	46

Notes:

Subject: Reading
Edition/Publication Year: TEA

Grade: 10 Test: TAKS
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	98	99	98	100
% Advanced	57	38	52	24	21
Number of students tested	202	154	179	193	190
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	99	99	99	99
% Advanced	53	38	50	22	15
Number of students tested	94	84	70	103	100
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	96	98	98	98
% Advanced	74	49	56	26	26
Number of students tested	73	51	55	61	57
3. (specify subgroup): African American					
% Proficient plus % Advanced	100	100	100	95	99
% Advanced	53	26	50	22	18
Number of students tested	60	54	72	58	73
4. (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	98	100	100	100
% Proficient plus % Advanced	41	41	49	15	15
Number of students tested	51	46	35	60	46

Notes:

Subject: Mathematics
Edition/Publication Year: TEA

Grade: 11 Test: TAKS
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	89	73	65	66	71
Number of students tested	123	154	169	167	144
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	89	68	53	63	66
Number of students tested	62	63	83	97	64
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	91	92	79	87	89
Number of students tested	43	53	58	55	38
3. (specify subgroup): African American					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	83	60	54	54	61
Number of students tested	40	60	46	63	49
4. (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	100	100	100	100
% Proficient plus % Advanced	92	67	56	58	68
Number of students tested	37	27	52	38	44

Notes:

Subject: Reading
Edition/Publication Year: TEA

Grade: 11 Test: TAKS
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	99	100	100	100
% Advanced	61	74	64	77	52
Number of students tested	123	154	170	167	143
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	60	71	55	75	45
Number of students tested	62	63	83	97	64
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	98	100	100	100
% Advanced	63	83	62	84	51
Number of students tested	43	53	58	55	37
3. (specify subgroup): African American					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	68	68	64	70	49
Number of students tested	40	60	47	63	49
4. (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	100	100	100	100
% Proficient plus % Advanced	57	74	62	79	48
Number of students tested	37	27	52	38	44

Notes:

Subject: Mathematics
Edition/Publication Year: TEA

Grade: 9 Test: TAKS
Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	99	99	99	98
% Advanced	84	72	54	67	53
Number of students tested	258	239	188	210	234
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100	99	98	99	98
% Advanced	79	67	52	60	48
Number of students tested	112	112	89	96	124
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	99	100	98	100
% Advanced	94	85	60	82	72
Number of students tested	96	79	60	62	68
3. (specify subgroup): African American					
% Proficient plus % Advanced	100	98	99	99	97
% Advanced	69	60	35	60	39
Number of students tested	71	81	68	83	79
4. (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	100	98	100	97
% Proficient plus % Advanced	87	69	66	58	47
Number of students tested	69	59	53	45	70

Notes:

Subject: Reading

Grade: 9 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: TEA Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	84	76	50	55	40
Number of students tested	258	237	188	209	234
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	99	100	100	100	100
% Advanced	79	70	46	52	40
Number of students tested	112	112	89	96	123
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100	99	100	100	100
% Advanced	88	76	57	60	44
Number of students tested	96	78	60	62	68
3. (specify subgroup): African American					
% Proficient plus % Advanced	99	100	100	100	100
% Advanced	77	77	37	47	38
Number of students tested	71	81	68	83	79
4. (specify subgroup): Hispanic					
% Proficient plus % Advanced	100	100	100	100	100
% Proficient plus % Advanced	84	76	57	60	30
Number of students tested	69	58	53	45	70

Notes: