

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

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

School Mailing Address 2400 Memorial Parkway
(If address is P.O. Box, also include street address.)

Fort Thomas Kentucky 41075-1528
City State Zip Code+4 (9 digits total)

County Campbell State School Code Number* 176-010

Telephone (859) 781-5900 Fax (859) 441-9371

Web site/URL http://www2.fortthomas.kyschools.us/hhs/default.html

E-mail Elgin.Emmons@fortthomas.kyschools.us

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

District Name Fort Thomas Independent Schools Tel. (859) 781-3333

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

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 5 TOTAL
2. District Per Pupil Expenditure: \$8,701
- Average State Per Pupil Expenditure: \$9,252

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	123	92	215
2				10	85	114	199
3				11	106	112	218
4				12	93	91	184
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							816

6. Racial/ethnic composition of the school: 97 % White
1 % Black or African American
1 % Hispanic or Latino
1 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	807
(5)	Total transferred students in row (3) divided by total students in row (4)	.0384
(6)	Amount in row (5) multiplied by 100	3.84

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Gujarati, Chinese, Arabic

9. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 48

10. Students receiving special education services: $\frac{8}{63}$ %
 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>25</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u> </u>
Classroom teachers	<u>43</u>	<u>3</u>
Special resource teachers/specialists	<u>4</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>20</u>	<u>5</u>
Total number	<u>76</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Student Drop-Out Rate:

The Kentucky drop-out rate is based on students who actually leave school without a high school diploma or withdrawn without documentation they have enrolled in another school. Students who obtain a GED are not counted in the drop out rate if certain timelines are met.

The student drop-off rate compared the number of students entering the 9th grade to the number graduating four years later. Typically, Highlands High School ends the year with fewer students than it has on opening day. The percentage includes students who transfer to another school and out-of-district students who transfer due to inability to pay tuition.

Teacher Turnover Rate

Highlands High School is proud of its high teacher retention rate. Despite the fact that teachers can teach across the river in Ohio for a much larger salary, they tend to stay in the district once hired. A majority of teacher turn-over is due to retirement. Other factors include: teachers who move out of the area; young mothers who decide to stay home; and, staff who are counseled to leave.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	98%	97%	98%	99%
Teacher turnover rate	7 %	6 %	12 %	14%	12%
Student dropout rate (middle/high)	Less than 1%				
Student drop-off rate (high school)	10%	3%	4%	2%	13%

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

Graduating class size	<u>189</u>
Enrolled in a 4-year college or university	<u>90</u> %
Enrolled in a community college	<u>6</u> %
Enrolled in vocational training	<u>3</u> %
Found employment	<u>1</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

Highlands High School, founded in 1888, is the only four-year, comprehensive public high school serving the community of Ft. Thomas, Kentucky (pop. 17,000). With an enrollment of slightly over 800 students, the school's mission is

To teach all students the knowledge, skills, and application abilities needed to become productive contributors in an ever-changing global community. While respecting individual capabilities, we will instill within all students the desire to become lifelong learners by creating a safe, nurturing, yet academically challenging environment. We recognize that we are role models for all students with the responsibility to develop the attitudes necessary to be able to find value in the diversity of others and to appreciate and enjoy the fine arts.

Accredited by the Southern Association of Secondary Colleges and Schools, Highlands is also the only public high school in Kentucky with a chapter of the prestigious *Cum Laude Society*.

Students at Highlands have the opportunity to enroll in 20 different Advanced Placement classes, the most rigorous pre-college curriculum available to American students. Last year our students completed 276 AP exams with over 76% scoring a 3 or higher and earning potential college credit. The school's AP scores and the number of students taking AP exams have both grown significantly over the last five years. Besides selecting from a full-range of AP classes, students have the opportunity to earn dual credit (both high school and college credit simultaneously) through a cooperative agreement with Thomas More College and KCTS (Kentucky Career and Technical Schools).

With a 100% successful transition rate for graduates, 90% of last year's graduating class enrolled in four-year colleges, 6% enrolled in two-year colleges, and the remaining 4% chose between vocational training and various fields of work. Among those graduating were 8 National Merit Scholars and 4 National Merit Commended students.

Knowing that some of our students will opt to transition directly into the work force or attend technical/vocational schools, Highlands offers a variety of career and technical education classes. In fact, in 2006, Highlands was one of only 44 schools nationally to achieve the Southern Regional Leadership Board's (SREB) High Schools That Work (HSTW) Gold Achievement Award. To win this award, assessed students were required to meet all three performance goals in reading, mathematics, and science.

Highlands strives to prepare all students for whatever future career choices they make. That goal necessitated offering Advanced Senior Seminar, a senior exploratory experience, designed to enable students to build on existing strengths and to provide an opportunity for further study not yet available within the confines of a traditional classroom environment. This program allows motivated and responsible high school seniors to develop a career-oriented relationship that contributes to the formation of the student's life outlook and plans.

Highlands High School succeeds because the community and families it serves value and support excellence in education. That tradition of excellence is the reason Ft. Thomas Independent Schools have placed first among all K-12 Districts in the Commonwealth of Kentucky for the last twelve consecutive years.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Performance Reports for all Kentucky schools are found by logging onto the Kentucky Department of Education’s website (<http://www.kde.state.ky.us/KDE/>) and using the “Testing and Reporting” link.

The Commonwealth Accountability Testing System (CATS) generates data on schools and districts throughout Kentucky. Under the “Testing and Reporting” link the Kentucky Performance Report (KPR) gives detailed information on the results provided by the Kentucky Core Content Test (KCCT), Writing Portfolio, Norm-Referenced Test and other components of the Commonwealth Accountability Testing System (CATS).

The Kentucky Performance Reports provide results for the last six years of testing in the state of Kentucky. The goal is for all schools to achieve proficiency (measured as 100 out of an optimal score of 140) by 2014. The spring 2006 report reveals on page 4 that Highlands High School has improved its overall academic index scores each year for the last five years and that in 2006 we achieved proficiency for the first time with an academic index of 100.8, becoming one of only four high schools in Kentucky to have ever reached the level of proficiency in any one year of testing.

Page 7 of the 2006 report compares Highlands High School’s performance in each subject area to the performance of other public high school in Kentucky. On that page it shows in reading and mathematics Highlands outscored the state average by approximately 30 points (state average in reading 78, Highlands 109; state average in mathematics 69, Highlands 99).

Page 22 of the 2006 report disaggregates performance in mathematics, showing performance trends since 2001. That report demonstrates equitable performance between males and females during that time frame. Although females outscored males in math in 2006 and 2003, the opposite was true in 2005 and 2004, when males scored higher. The data demonstrate that neither gender sustains superior performance in that subject area.

Page 13 shows that in reading our girls have consistently outperformed our boys every year. This past year, however, saw the first time that our boys have actually exceeded the 100 mark and achieved proficiency in reading with a score of 104.

While our students with disabilities score at a significantly lower level on state testing in both math and reading, they do perform at or above the state averages for all students (non-disabled and disabled) in both areas (state average in reading 78, Highlands’ students with disabilities 82; state in average in math 69, Highlands’ students with disabilities 69).

One note of clarification: On page 4 of the 2006 report, it appears that our scores dropped significantly for our national norm referenced test given to ninth graders (from 112 to 102). Because the state changed tests—from the CTBS to the Terra Nova— scores across the entire state were lower on this particular test for ninth graders.

2. Using Assessment Results:

In late November each year, our whole faculty meets for an entire day within departments to analyze data from state accountability testing, the Iowa test, ACT, and AP exams. To guarantee curricular continuity

and vertical alignment, part of that day is spent conferring with representatives of the district's middle school. As a result of the discussion and analysis, each department sets specific goals for improvement within its own subject area. Included in the formation of those goals are specific strategies that will be implemented to ensure accomplishment of goals.

Those goals and strategies are then submitted to the school's Site Based Decision Making Council in December or January for approval and/or modification. The Site Based Council is composed of three teachers, two parents, and the principal. That Council reviews and analyzes proposals from all departments and findings from needs assessments surveys completed by students, staff, and parents. The Council then adopts specific whole school goals, which are incorporated into the school's Comprehensive School Improvement Plan.

The Comprehensive School Improvement Plan includes action steps with funding proposals. The school's Budget Committee and the school district's Board of Education must approve the necessary funding proposals. Following formal approval, the School Improvement Plan acts as the guiding document for assessment of school improvement. This document is published on the district website for public access.

3. Communicating Assessment Results:

All schools in Kentucky mail a school report card to each family of every student enrolled in state schools. In addition to mailing a hard copy to each family, interested parties can view the school's report card on the Kentucky Department of Education's website. School report cards since 2000-2001 can be accessed on the Department's database.

The school report card provides data on achievement related to state accountability testing in each content area. All schools are able to compare their results with the average results from all other schools in the state. Data relating to attendance, retention, dropout, graduation and transition to adult life are also included.

In addition to the School Report Card, which reports on whole school performance, Highlands High School parents are provided with individual test results for their own students on state accountability testing and the Iowa Test (a national norm-referenced test taken by all of our students for purposes of informing individual instruction in specific skills necessary for success in college). Furthermore, our school district supplies each family with a "School Facts: Annual Report and Calendar of Events." Included in "School Facts" is testing information, including school results from SAT, ACT, and Commonwealth Accountability Testing (CATS).

4. Sharing Success:

Highlands High School participates as one of the founding members of the Kentucky High Performing Districts Alliance. Along with other high performing schools throughout our state, Highlands High School provides leadership for a collaborative professional development workshop/conference in Louisville each summer.

The conference features individual sessions with representatives from the member schools who share effective strategies for improving student achievement. A high point of the conference occurs when an educational leader of national significance addresses the members in a general session. Representatives from the Kentucky Department of Education are present to inform and educate Alliance members about relevant state initiatives.

The two days spent together in this conference form the basis for an on-going relationship that continues throughout the school year. Schools share site visits with each other to gain new insights that will lead to improved teaching and learning. Additionally, the conference provides a base for establishing collegial networking relationships that continue via e-mail and in other ways.

Besides the High Performing Districts Alliance, Highlands High School has become a participating member of the American Diploma Project in Northern Kentucky. Two of our teachers are providing leadership on a regional and state level for ADP.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Highlands uses best practice research to develop instructional techniques to teach curriculum that is aligned to the Kentucky Core Content as well as to ACT and SAT readiness standards. Reading and writing skills are stressed across the curriculum.

English - Reading and writing that are applicable for all genres is emphasized. A strong writing program is in place. A carefully aligned writing continuum provides a clear scope and sequence for writing instruction. Students are taught to organize, present, and demonstrate learning. Critical thinking emphasized. The program offers experiences to explore and enrich through electives such as drama and film and literature.

Math - The spiraling curriculum is designed to meet the standards set by the National Council of Teachers of Mathematics and by the Kentucky Department of Education. The instructional pedagogy emphasizes the application of real world problems. Each course is designed to maximize the acquisition of both skills and apply them in real world situations.

Social Studies - The curriculum develops the ability to analyze and synthesize historical patterns and express historical understanding in writing. “We The People” curriculum is used to study the Constitution and “History Alive” curriculum is used in all social studies areas. Students are given the opportunity to take part in Mock Trials. One of the major aims of the social studies curriculum is to mobilize students to become active citizens in participative democracy. A government course is required for all seniors.

Science - Students are expected to investigate and examine material while developing the thinking skills needed for scientific method in inquiry-based laboratory investigation. An emphasis on making connections and drawing inferences from the material is stressed.

World Language - World Languages are a pre-college requirement that over 97% of our students take advantage of. The program offers a solid background in the language emphasizing oral comprehension, speaking, writing, and reading in Spanish, French, and German. Four years of language are available in the three languages with Advanced Placement offered. Eighth graders from our Middle School are given the opportunity to explore World Languages.

Humanities/Fine Arts - Courses in visual arts, choral music, instrumental music, and theatre are taught at Highlands. Curriculum on establishes a meaningful relationship between the individual and the expression through critical thinking, expression, and creativity. Emphasis is placed on the opportunity to present and exhibit their talents in many authentic performances for the public.

Technical Education - Courses in Business, Tech. Education, and Family and Consumer Sciences are taught with an emphasis on technology and workplace readiness skills. Each class gives practical application and development of academic skills taught in core curriculum. We have two student driven businesses, Highlander Fidelity, our bank and Highlands Hospitality, our catering business.

2b. English:

The English Curriculum stresses reading and writing applicable to all literary genres. Our curriculum and teaching strategies include the following:

- Literacy Academy for teacher professional development for teachers in all disciplines
- Writing continuum developed across all grade levels, with a plan in place for all levels of readers and writers.
- Use of data to develop strategies that are aligned with the Kentucky Core Content and the ACT/SAT readiness skills.
- A developed summer reading program for all students as well as vocabulary program embedded in each course.
- An average class size of 19 gives us the opportunity to work with all students on the skills needed to be better readers and writers.
- With the goal of proficiency of 100 in 2014, we reached 109.8 in the area of reading during the 2006 Spring CATS test.
- Summer orientation for all incoming ninth graders that includes in depth discussion of their summer reading book that is attend by 98.6% of our students.
- Use of graphic organizers and plan agenda books for organization.
- Study skills program for at risk students.

3. **Additional Curriculum Area:**

With a school mission "...to teach all students the knowledge, skills, and application abilities needed to become productive contributors in an ever-changing global community", we obviously need to emphasize the development of a strong knowledge base and skills in mathematics. Because of that need, we have adopted the University of Chicago system of teaching math as our basic approach of learning math at Highlands High School. We promote four years of rigorous math curriculum and have opportunities for Advanced Placement Calculus AB and BC as well as Advanced Placement Statistics and Advanced Placement Computer Science. Additionally, students with special learning needs experience math in applied courses that offer creative approaches to traditionally abstract mathematical content.

We have had great success with the University of Chicago Math Series:

- In the state accountability testing we have averaged thirty points higher than the state average for the last five years.
- Our average for the last eight years has been 101.68(100 is proficient out of a maximum of140)
- Our students with disabilities have scored at or above the state average for the last three years.
- 18 of the 40 students who took AP Calculus AB scored a perfect score of 5 on the exam last year.
- 90% of the AP Calculus AB students scored high enough (3 or higher) to qualify for college credit.
- 65% of our seniors take Precalculus, AP Calculus, AP Statistics, or AP Computer Science as an elective
- 74% of seniors enrolled in a mathematics course

4. **Instructional Methods:**

The instructional pedagogy at Highlands High School emphasizes student-centered classrooms where learners are actively engaged and participative in classroom activities. A tour of our school would showcase students conferencing with other students on writing pieces, math students in front of the class explaining and teaching real-world problems, science teachers working with small groups of students in laboratory investigations, students role playing and participating in experiential exercises in social studies classrooms, students establishing personal fitness goals and planning meals in practical living classes, and students working in collaborative work situations in career and technical classes. At Highlands High School, students are active learners. Teachers employ research-based instructional strategies based on

Robert Marzano's work *Classroom Instruction that Works*. Teachers design lessons and units based on these nine teaching and learning strategies that have yielded high results. The school has emphasized identifying similarities and differences, nonlinguistic representations, and summarizing and note making as key strategies for all teachers. Additionally, literacy skills are incorporated and used strategically across all disciplines. Teachers focus on reading skills (pre-reading, during reading, and post reading activities) that help students actually understand what they read. Students in all classes are writing to communicate what they have learned in the various classes in authentic writing assignments. Teachers see that by emphasizing reading and writing students have a stronger acquisition of all content. All classes in the high school have access to instructional technology devices, such as high-end computers, interactive whiteboards and multi-media projectors, which help create a truly engaging learning atmosphere for the 21st century.

5. Professional Development:

Professional development for Highlands High School faculty is designed to engage teachers with the instructional strategies identified above. The district brings in national researchers to provide a theoretical framework for best practice, and then our own teachers provide models of the application of these theories and practices. Recent topics have included Debra Pickering and Robert Marzano's instructional design, Tom Guskey's work on grading and assessment of learners, Jay McTighe's teaching for understanding model and Harvey Silver's initiatives regarding literacy strategies for content understanding. In addition to participating in workshops, study groups, mini sessions, and conferences, most teachers take advantage of job-embedded professional development that allows them to work with other colleagues in areas of curriculum design and delivery and assessment development. The next phase of our professional development initiative will focus on the analysis of student work. Two unique components of our professional development focus include ensuring that all new teachers have the understandings that have been identified as school initiatives. To accomplish this, all new faculty members (no matter what their level of experience) participate in Educational Study Seminar programs that provides a curriculum based on the instructional expectations of the district (basically the initiatives illustrated in the above section). Each teacher completes an applied project demonstrating application of these techniques in their classroom. Training in literacy for all teachers is provided by teacher leaders in a two-day Literacy Academy. Teachers have the opportunity to individualize their own professional growth through flexible professional development. All AP teachers are required to attend week-long AP workshops provided by the College Board. In addition, all teachers (beginning and experienced) are encouraged to participate in the district's "Technology Tuesdays" professional development program where they learn about and experience the latest instructional technology applications. The school and district also values alignment with feeder schools, so high school faculty meet twice annually with faculty from the feeder middle school to discuss student progress, growth, and transition as well as curriculum articulation.

Highlands High School teachers are leaders of professional development at the local, state, and national levels: we all believe that learning is a lifelong process, and Highlands's faculty not only expect that of their students but also expect that of themselves.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 10 Test Kentucky Core Content Test (KCCT)

Edition/Publication Year Revised Yearly Publisher Kentucky Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Distinguished" State Standards	80	70	71	67	57
% "Distinguished" State Standards	42	38	32	19	24
Number of students tested	218	199	205	193	210
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	5	--	1
Percent of students alternatively assessed	Less than 1	1	2.4	--	Less than 1
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus "Exceeding" State Standards	42	30	28	50	66
% "Exceeding" State Standards	16	10	6	--	8
Number of students tested	19	20	18	12	12
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 11 Test Kentucky Core Content Test (KCCT)

Edition/Publication Year Revised Yearly Publisher Kentucky Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% "Proficient" plus "Distinguished" State Standards	69	76	78	70	75
% "Distinguished" State Standards	34	35	37	33	35
Number of students tested	192	194	197	204	183
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	5	--	1
Percent of students alternatively assessed	1	1	2.5	--	Less than 1
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus "Exceeding" State Standards	37	33	50	35	46
% "Exceeding" State Standards	26	20	17	9	8
Number of students tested	6	7	12	15	9
2. _____ (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 9 Test Comprehensive Test of Basic Skills

Edition/Publication Year Terra Nova Publisher McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	72	73	74	77	73
Number of students tested	204	222	205	205	198
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	15	6	10	6
Percent of students alternatively assessed	1	7	3	5	3
SUBGROUP SCORES					
1. Gifted and Talented	92	90	92	91	86
Number of students tested	34	47	31	48	29
2. Special Education	31	46	42	53	--
Number of students tested	13	15	16	15	9
3. Free and Reduced Lunch	56	--	60	--	--
Number of students tested	11	6	11	9	5
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Language Grade 9 Test Comprehensive Test of Basic Skills

Edition/Publication Year Terra Nova Publisher McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	69	69	73	77	72
Number of students tested	204	222	205	205	198
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	15	6	10	6
Percent of students alternatively assessed	1	7	3	5	3
SUBGROUP SCORES					
1. Gifted and Talented	92	91	94	90	91
Number of students tested	34	47	31	48	29
2. Special Education	22	33	50	54	--
Number of students tested	13	15	16	15	9
3. Free and Reduced Lunch	57	--	60	--	--
Number of students tested	11	6	11	9	5
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject Mathematics Grade 9 Test Comprehensive Test of Basic Skills

Edition/Publication Year Terra Nova Publisher McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	73	81	80	86	82
Number of students tested	204	222	205	205	198
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	15	6	10	6
Percent of students alternatively assessed	1	7	3	5	3
SUBGROUP SCORES					
1. Gifted and Talented	94	95	96	95	95
Number of students tested	34	47	31	48	29
2. Special Education	25	65	56	55	--
Number of students tested	13	15	16	15	9
3. Free and Reduced Lunch	53	--	69	--	--
Number of students tested	11	6	11	9	5
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					