

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

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

Official School Name Signature School Inc.
(As it should appear in the official records)

School Mailing Address 610 Main Street
(If address is P.O. Box, also include street address.)

Evansville Indiana 47708-1618
City State Zip Code+4(9 digits total)

County Vanderburgh State School Code Number* 8295

Telephone (812) 421-1820 Fax (812) 421-9189

Web site/URL www.signature.edu E-mail vicki.snyder@signature.edu

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

Principal's Signature Date _____

Name of Superintendent Ms. Vicki Lynn Snyder
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Signature School Tel. (812) 421-1820

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Robert Louis Koch
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 1 TOTAL
2. District Per Pupil Expenditure: _____ 6347
 Average State Per Pupil Expenditure: _____ 10029

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 are
 Suburban
 Small city or town in a rural are
 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
Pre K			0	7			0
K			0	8			0
1			0	9	35	54	89
2			0	10	32	47	79
3			0	11	27	51	78
4			0	12	15	37	52
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							298

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 6 | % Asian or Pacific Islander |
| 3 | % Black or African American |
| 1 | % Hispanic or Latino |
| 89 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 14 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	40
(3)	Total of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	298
(5)	Total transferred students in row (3) divided by total students in row (4)	0.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 2 %
- | | |
|---|---|
| 6 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 5

Specify languages: Spanish
 German
 Italian
 Korean
 Chinese

9. Students eligible for free/reduced-priced meals 8 %

Total number students who qualify: 26

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{2}{7}$ %
 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>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>2</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>1</u>	Speech or Language Impairment
<u>3</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>2</u>
Special resource teachers/specialist		<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>24</u>	<u>3</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 $\frac{15}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	96 %	95 %	98 %
Daily teacher attendance	98 %	97 %	97 %	97 %	96 %
Teacher turnover rate	15 %	21 %	5 %	21 %	22 %
Student drop out rate (middle/high)	2 %	2 %	%	%	%
Student drop-off rate (high school)	31 %	0 %	%	%	%

Please provide all explanations below

The teacher turnover rate in 2002-2003 was due primarily to a drop in student enrollment numbers for the specific courses taught by these teachers. You will note that the attendance rate for teachers in 2002-2003 was low (96%). This was due to one teacher

being put on doctor ordered bed rest during her pregnancy. One teacher left the profession to take a job with the private sector and one transferred to another school. In 2003-2004, one teacher married and chose to remain in the home, and three teachers transferred to other schools. In 2005-2006, teacher turnover was due to retirement and those who left teaching to take a position in the private sector.

Dropout data for years 2003-2005 is unavailable because the school began as a charter school in 2002. The dropoff rate in 2005-2006 cohort is listed as 0% because Signature experienced no dropoff; rather, Signaure School's class of 2006 grew by 14%.

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

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

Graduating class size	51	
Enrolled in a 4-year college or university	94	%
Enrolled in a community college	2	%
Enrolled in vocational training	0	%
Found employment	2	%
Military service	0	%
Other (travel, staying home, etc.)	2	%
Unknown		%
Total	100	%

PART III - SUMMARY

Charter schools were established by law in Indiana to provide 'innovative' programs that serve the 'different learning styles and needs of public school students.' The law allows 'public schools freedom and flexibility in exchange for exceptional levels of accountability.' Signature School opened as Indiana's first charter high school in 2002 with the mission 'to meet the needs of self-motivated learners in a progressive environment driven by global concerns. We emphasize rigor and excellence in academics, the arts, and integrated technologies.' Signature believes that most students, given the opportunity, can achieve a high level of academic success. Consequently, all students at Signature are enrolled in honors or advanced courses, regardless of test scores or other criteria. There are no barriers. Motivation is the only requirement.

The school offers a distinctive array of College Board approved Advanced Placement courses, the International Baccalaureate Diploma Programme, and several courses offering college credit. Many Signature graduates enroll in universities with enough college credit to be granted sophomore standing. Objective, extrinsic measures, such as the Graduation Qualifying Exam administered through the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) program, Advanced Placement and International Baccalaureate exams provide a means for the school to hold itself and its students accountable.

Fundamental to Signature's education plan is its emphasis on global education. Signature students take AP World History, Multicultural Studies, and IB European History. Signature emphasizes the importance of world languages by offering IB French, German, Spanish and introductory Arabic and Chinese. Students are given opportunities to travel abroad, host foreign exchange students, and participate in foreign exchange programs.

Signature's educational program, predicated on the belief that students thrive in an environment of small classes, high expectations and dedicated, highly trained teachers has, in its short five-year history, garnered state and national recognition:

*Signature was awarded Indiana's Four Star Award 2002-2003, based on attendance and ISTEP+ results.

*In 2006, Signature was ranked 54th in Newsweek magazine's Top 100 Public High Schools in the U.S. and in 2007 Signature ranked 265. In 2006, Signature was the only Indiana school listed in the Top 100 and in 2007, the next Indiana school on the list was ranked at 510.

*The Center for Education Reform (CER) awarded Signature School the National Charter School of the Year Award in 2007. Selection was based on student achievement, satisfaction of parents, and school policies and programs.

*In 2007, Signature School was ranked 86th by U.S. News & World Report in its first annual ranking of America's Best High Schools. U.S. News & World Report analyzed 18,790 high schools in 40 states using data from the 2005-2006 school year. Signature School was the only Indiana school to rank in the top 100.

*Indiana Chamber of Commerce honored Signature School with its 'Head of the Class': Indiana's Best Buys Award (2007). The award is based on ISTEP+ pass rates, ISTEP+ Pass+ rates, graduation rates, SAT participation rates and average composite scores, and Advanced Placement (AP) passing scores. The Indiana Chamber developed a total school performance index, called the quality index, for each school. The quality index was then compared to each school's total expenditures per pupil to determine 'best buy' schools. Signature School's quality index (2.0003) was among the top five schools (out of 350) cited.

Unique to public schools in the area, Signature School students volunteer 25 hours per year in community service in order to earn a Signature School diploma. Academic excellence, together with expectations for community involvement, provide a variety of challenging educational programs and opportunities which satisfy the vital needs of students from diverse backgrounds with different learning styles.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Indiana's assessment system is the Indiana Statewide Testing for Educational Progress-Plus test (ISTEP+). The test is administered to students in grades 3, 6, 8, 9, 10 and is based on the Indiana Academic Standards. The Grade 10 ISTEP+ assessment measures the academic performance of students in English/language arts and mathematics, and consists of one major component: the ISTEP+ High School Graduation Qualifying Examination (GQE). The Grade 10 GQE assesses students on skills from the K-9 English/Language Arts Standards and the K-8 and Algebra I Mathematics Standards. Students must demonstrate mastery of these skills in order to be eligible to receive a high school diploma.

Results of the GQE are broken down into three categories: Pass-Plus indicates students' demonstrated exemplary academic performance on the standards; Pass indicates students' demonstrated strong academic performance on the standards; the Did Not Pass designation indicates students were not able to demonstrate adequate performance on the standards.

Signature School students have consistently scored above the state averages in both components of the GQE since the school opened in 2002. In the fall of 2007, 94% of all Signature students tested passed the ISTEP+ test in both language arts and math compared to an average of 58% for all Indiana 10th graders. 97% of Signature 10th graders passed the math portion of the ISTEP+ test compared to 66% statewide. 37% of our students received a Pass Plus designation in math compared with 13% statewide. On the English/Language Arts portion, 96% of Signature 10th graders passed compared with 67% statewide, and 11% of our students received the Pass Plus designation in English/Language Arts compared with 3% statewide. Further information can be found on the website for the Indiana Department of Education, <http://www.doe.state.in.us/>.

2. Using Assessment Results:

Signature School's charter serves as the School Improvement Plan, and the charter clearly states that Signature School will surpass national, state, and local averages in student performance on the following standardized tests: ISTEP+, PSAT, SAT, ACT, PLAN, and Advanced Placement. In addition, the charter specifies other areas in which Signature students must surpass local, state, and national averages where applicable: the number of Academic Honors Diplomas awarded, graduation rates, and community service hours documented.

Signature School's Curriculum Committee meets regularly to assess test results and student performance. Based on these performance indicators, the committee makes the necessary adjustments in the program of studies to ensure that the benchmarks outlined in the charter are surpassed. For example, the Curriculum Committee set a goal to increase the number of students earning the Academic Honors Diploma. Changes were made in the enrollment procedures to encourage more students to meet the requirements of the Academic Honors Diploma by taking more challenging courses. For example, students must take at least one mathematics course beyond the Algebra 2 level in order to meet the Indiana Academic Honors Diploma requirements. The Curriculum Committee also put in place a diagnostic mathematics exam to help identify gaps in student achievement so that teachers along with parents can develop individualized learning plans to help every student succeed on the ISTEP+ exam.

While the Curriculum Committee examines and defines the strategic plan for meeting the goals addressed in our charter, vertical and horizontal teams meet to provide individual students with the support they need to succeed. Teachers meet in vertical and horizontal teams and develop a plan of action to help those students who are having difficulty. In these meetings, teachers identify specific steps that students can take to improve their performance. Teachers work closely with the parents to monitor student progress and to keep the parents informed. The principal plays an important role in this plan of action by meeting individually with these identified students to help them set and meet their academic goals.

3. Communicating Assessment Results:

Signature School publishes ISTEP+ test results in the local press, and the results are also posted online at the Indiana Department of Education website. The school informs parents of their child's assessment results via a school mailing. An Annual Report of all performance indicators is published in January in the local paper. This report includes ISTEP+ results, enrollment information, Advanced Placement, SAT,

ACT, PSAT scores, graduation rates, number of Academic Honors Diploma recipients, and percent of students pursuing a college education.

The school uses an online data management software program, PowerSchool, for communicating to parents grades, attendance, and teacher comments on student progress. This information is accessible to both parents and students 24 hours a day on the school's website. Signature's website is a vital tool used by both the parents and the school to alert the school community to important academic events such as upcoming exams, posting dates for grades, and college scholarship opportunities. In addition, the school's principal and teachers work closely with the PTSA to make sure the parent community is informed of any upcoming events or school-wide initiatives and activities.

The school keeps the public abreast of its progress in numerous ways. The principal appears before the School Board of Trustees of the Evansville Vanderburgh School Corporation, the sponsoring agent of Signature School, to present the Signature School Annual Report and to answer questions. This same report is mailed to individuals, businesses, and community and government leaders. As a result, the principal is routinely invited by various community and civic organizations to personally present the data provided in the school's Annual Report.

4. Sharing Success:

As a leader in the charter school movement in Indiana, Signature School has many opportunities to share its successes with other schools in the state and around the nation. In addition to serving on the Indiana State Board of Education, the principal makes time to meet with individuals and groups seeking advice on how to develop a school based on the Signature model. Also, the principal of Signature School meets with school board members and administrators from around the country to discuss the design and implementation of the Signature program. The administration and faculty actively participate in many professional local, state and national organizations and through these affiliations frequently make presentations on school initiatives. For example, in spring 2007, the principal and staff were invited to participate in a panel discussion at the National Charter School Alliance Conference in Albuquerque, New Mexico; and staff members have conducted workshop on global education, foreign language pedagogy, and creative writing for the community, local and state universities, and the Indiana Department of Education.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Signature School's Program of Studies is predicated on its mission to meet the needs of self-motivated learners in a progressive environment driven by global concerns. In order to fulfill this mission, we have designed curricular and extra-curricular offerings that provide intellectually rich experiences culminating in widely recognized academic credentials for every student. Some students work towards an International Baccalaureate (IB) Diploma; some amass an impressive record of Advanced Placement (AP) exam scores and IB certificates; all strive to earn the Indiana Academic Honors diploma.

In keeping with our promise to prepare students to thrive in an environment increasingly driven by global concerns, all Signature students take Multi-Cultural America, AP World History, and at least one year of Global Studies taught as IB European History SL, IB European History HL, or IB Ecosystems and Societies SL. Furthermore, most students are required to take four years of a foreign language. Students who successfully complete the 9th and 10th grade course sequence may choose to enter 11th grade as International Baccalaureate Diploma candidates. The IB program is an academically rigorous, internationally recognized course of study that offers a wide array of university-level training for students. Students who choose not to pursue the full IB diploma will work towards earning IB certificates or Advanced Placement (AP) credit by examination in particular areas of study. Some of these students may also seek approval to follow the Fine and Performing Arts Sequence.

To fulfill our commitment to hold ourselves accountable for offering a meritorious educational alternative, most upper-level course work at Signature involves some form of external assessment, whether AP or IB. All core subjects at Signature School prepare students to succeed in these exams. Courses in English, math, science, social studies, world language, and fine and performing arts are written to comply with the Indiana State Standards, International Baccalaureate Program of Studies standards, and the Advanced Placement standards published by the College Board.

Signature School's Fine & Performing Arts program offers a full array of music, art, and dance instruction from the introductory level to the advanced. Fine & Performing Arts students have the opportunity to earn Advanced Placement and International Baccalaureate credits in IB Theatre, IB Music, IB Visual Arts, and in AP 2D and 3D Design, and AP Art History. Signature School support of the arts is evidenced by the enormous growth of the instrumental music program which is offered before school. This course has grown from nine student musicians to sixty in just five years. Signature students are a vital part of the local art scene, and many go on to major in performance at the post-secondary level.

Signature's foreign language program consists of three world languages French, German, and Spanish taught at the IB/AP level, and two world languages Arabic and Chinese taught at the introductory level. Signature School has worked hard to establish strong ties to our sister schools located in Dalian, China and Osnabruck, Germany. Although Signature already has a thriving and robust foreign exchange program hosting students from Brazil, China, Germany, Italy, Japan, Korea, Macedonia, and Spain, in winter 2006, the principal and another teacher traveled to China and spent ten days meeting with school leaders to discuss plans for implementing a teacher/student exchange program between our two schools. Another important component of Signature's global curriculum is travel abroad. Each year, one or two student groups travel with a teacher to places such as Germany, Spain, Morocco, Greece, and Italy.

Signature's emphasis on global education extends to the science and mathematics classroom as well. In August 2006, Signature School's newly constructed Robert L. Koch Science Center opened with state-of-the-art labs and allowed the school to expand its course offerings in science to include AP Environmental Science, IB Biology HL, AP Physics, and AP and IB Chemistry. Students design and perform experiments that help them gain insights into the interconnectedness of the global environment. A high-powered science program needs a high-powered math program to support it. Students at Signature take the highest levels of mathematics currently offered in conjunction with external assessment, AP Calculus BC and AP Statistics.

2b. (Secondary Schools) English:

Signature's English curriculum is built on foundations of grammar, reading, and literary analysis, all of which begin in grade 9 and continue through completion of IB or AP English testing in grades 11 and 12. All students are required to take these advanced courses, the most rigorous available, and students seek to pass external evaluations. The English faculty believes every student can fulfill his or her potential best in these courses with high expectations. The English department meets regularly to assess student progress and to identify those students who need tutoring or remediation. The freshman and sophomore English teachers attend workshops on the ISTEP+ test. In examining standardized test results on ISTEP+, SAT, ACT, and AP, the English scores for Signature School have consistently been well above the state and national averages. The English teachers' focus is on writing. Students are required to write, get feedback from the teacher, and re-write their assignments if necessary. All teachers work to increase student reading through fiction, non-fiction, and poetry requirements as well as bonus reading. All English teachers work with students individually and in groups to refine grammar skills as they affect writing, and writing skills as they affect analysis and creativity. English classes work in conjunction with social studies counterparts. For example, freshman English stresses American literature in conjunction with U.S. history; sophomore English stresses world lit with AP world history; junior IB English coordinates with junior IB European History; and the senior year is a team taught course combining IB English and IB European History.

3. Additional Curriculum Area:

International education is the cornerstone on which Signature School is built, and it is our fundamental purpose to raise the global consciousness of its student population. Signature School has developed a program and a curriculum that create in our students an awareness and an understanding of today's global issues which the school believes is essential for preparing tomorrow's leaders and voters to make intelligent, informed decisions in the marketplace and at the ballot box.

In addition to the American History and the Government and Economics courses required by the state, Signature requires that its students take World History at the Advanced Placement level. Signature's commitment to providing a strong global education is further evidenced by additional requirements that students take Multicultural Studies and Global Awareness/AP Comparative Politics. Signature's program ensures that global education is infused throughout the curriculum by training teachers how to incorporate global issues in their particular disciplines. Another component of Signature School's international program is a strong emphasis on providing students opportunities to travel abroad, to participate in foreign exchange programs, to host foreign exchange students and teachers, and to engage in multicultural experiences through technologies such as email and teleconferencing.

The high expectations built into Signature's global curriculum ensure that students gain experience in synthesizing and analyzing a vast amount of divergent information in order to prepare them to make informed decisions about increasingly complex and urgent global issues. Students leave Signature School inspired to continue their pursuit of world-mindedness. A significant proportion of our graduates continue their studies in international relations and world languages at the university level.

4. Instructional Methods:

In addition to basic sound instructional techniques (varying assignments to meet basic learning styles and all levels of concrete/abstract learning), Signature School's instructional methods are supported through:

- *Sequenced Vertical Teaming among the faculty
- *Horizontal Teaming, with emphasis on social studies/English (humanities) core blocks at each grade level
- *Team teaching
- *Blocks of learning time (block scheduling)
- *Democratic learning environment
- *Independent research at each grade level
- *Learning through traveling, experiencing, and exposure to technology
- *International emphasis in each subject
- *Socratic Seminars
- *Total immersion in foreign languages
- *Community service
- *Speakers from professional speakers' bureaus and other guest lecturers
- *Authentic learning projects
- *Technology-rich learning environment

It is the belief of Signature School that students learn best in small classes with well-trained, enthusiastic, caring educators who vary their instruction based on student need. The Signature approach enhances

learning. As proof, Signature School holds itself accountable through objective, extrinsic measures, such as state and national testing, as well as through subjective and intrinsic assessment. Signature School instructs using tests, projects, discussion, portfolios, and outcome-based learning.

Signature School offers college credit through Advanced Placement/International Baccalaureate tests as well as through partnerships with several universities, and classes are instructed on a college level. These high expectations foster a focused learning environment throughout the students' four years of high school.

Signature School meets the needs of, and provides instructional accommodations for, special education students. A teacher certified in special education serves as the teacher of record for any students who are identified as needing special education services. Special provisions and accommodations are provided as specified in each student's Individual Educational Program. Students who are determined to be disabled under Section 504 of the Rehabilitation Act of 1973 receive accommodations and/or related services.

5. Professional Development:

Signature School believes that excellent teachers are critical to providing quality instruction that maximizes individual student learning. Signature School's professional development plan for ensures teacher excellence. One of the primary components of this plan is a program for teacher training. The administration demonstrates its deep commitment to the program by fully funding and giving release time for teacher training. Signature teachers travel to conferences, workshops, and seminars averaging three to four professional development experiences per teacher per year. Every teacher has been sent to IB training workshops throughout the country and in Canada. They have received extensive training in international studies by attending conferences hosted by the International Studies Schools Association and Indiana University's International Studies Summer Institute. Teachers are encouraged to plan in-house workshops which allow them to share their expertise in subject knowledge and teaching strategies.

A second component of the professional development plan involves the teacher working environment. Signature School has established a culture whereby the administration and teachers work collaboratively. Signature School exercises site-based decision making where teachers play an integral role in designing the curriculum, setting goals, and establishing high expectations for students and staff. To help new teachers understand and meet these expectations, the school has in place a Mentor/Mentee program in which mentors share best practices.

Because of the high quality of its teachers, Signature School students consistently score above state and national averages in state-mandated testing (ISTEP+), SATs, ACTs, and Advanced Placement testing. Students often enter college with sophomore standing, having acquired college credit for courses taken at Signature. Based on an analysis of these results, it can be concluded that Signature's emphasis on teacher quality and training pays off in the success of its students.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 9 Test Indiana Statewide Testing for Educational Progress
 Edition/Publication Year 2006 Publisher CTB McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Pass	97	97	95	97	
% "Exceeding" State Standards					
At or Above Pass Plus	20	34	30	45	
Number of students tested	74	67	63	74	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	1	2	2	2	
Percent of students alternatively assessed	1	3	3	3	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Pass	88	97	95	96	
% "Exceeding" State Standards					
At or Above Pass Plus	38	39	35	42	
Number of students tested	74	67	63	74	
Percent of total students tested	99	99	98	100	
Number of students alternatively assessed	1	2	2	2	
Percent of students alternatively assessed	1	3	3	3	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Pass	96	96	99	93	100
% "Exceeding" State Standards					
At or Above Pass Plus	14	15	16		
Number of students tested	76	68	73	69	44
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	2	2	1	1	0
Percent of students alternatively assessed	3	3	1	1	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%At or Above Pass	87	88	97	91	100
% "Exceeding" State Standards					
%At or Above Pass Plus	29	24	40		
Number of students tested	77	68	73	69	44
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	2	1	1	0
Percent of students alternatively assessed	3	3	1	1	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%At or Above Pass	97	97	95	97	
% "Exceeding" State Standards					
%At or Above Pass Plus	20	34	30	45	
Number of students tested	74	67	63	74	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	1	2	2	2	
Percent of students alternatively assessed	1	3	3	3	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%At or Above Pass	96	96	99	93	100
% "Exceeding" State Standards					
%At or Above Pass Plus	14	15	16		
Number of students tested	76	68	73	69	44
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	2	2	1	1	0
Percent of students alternatively assessed	98	98	99	99	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 10 Test PLAN

Edition/Publication Year 2006-2007 Publisher ACT

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	21				
Number of students tested	72				
Percent of total students tested	93				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
Total Score	21				
Number of students tested	72				
Percent of total students tested	93				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (ELA) Grade 11 Test PSAT

Edition/Publication Year 2006-2007 Publisher College Board

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	58				
Number of students tested	56				
Percent of total students tested	82				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	October	October	October	October	October
SCHOOL SCORES*					
Total Score	57				
Number of students tested	56				
Percent of total students tested	82				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (ELA) Grade 12 Test SAT

Edition/Publication Year 2006-2007 Publisher College Board

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score	650				
Number of students tested	48				
Percent of total students tested	94				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	502				
NATIONAL STANDARD DEVIATIO					

Subject Math Grade 12 Test SAT

Edition/Publication Year 2006-2007 Publisher College Board

Scores are reported here as Scaled scores

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score	630				
Number of students tested	48				
Percent of total students tested	94				
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	515				
NATIONAL STANDARD DEVIATIO					