2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education [X] Public [ ] Private

Cover Sheet Type of School
(Check all that apply)

[ ] Elementary [ ] MIddle [X] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

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

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

School Mailing Address 600 South Pine Street
(If address is P.O. Box, also include street address.)

Richmond   Virginia   23220-6501
City   State   Zip Code+4(9 digits total)

County Richmond City   State School Code Number* 471-878

Telephone (804) 780-4661   Fax (804) 780-4865

Web site/URL http:www.richmond.k12.va.us/schools/ E-mail pgreen@richmond.k12.va.us

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

_____ Date _____
Principal's Signature

Name of Superintendent Dr. Deborah Jewell-Sherman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richmond Public Schools   Tel. (804) 780-7700

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

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. George P. Braxton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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:

29	Elementary schools
9	Middle schools
	Junior High Schools
8	High schools
	Other
46	TOTAL

2.   District Per Pupil Expenditure: 11705

Average State Per Pupil Expenditure: 9755

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located:

[X]   Urban or large central city
[   ]   Suburban school with characteristics typical of an urban are
[   ]   Suburban
[   ]   Small city or town in a rural area
[   ]   Rural

4.   8   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	12	30	42
2			0		10	13	31	44
3			0		11	15	30	45
4			0		12	10	24	34
5			0		Other			0
6			0					
					TOTAL STUDENTS IN THE APPLYING SCHOOL			165

6. Racial/ethnic composition of the school:

	% American Indian or Alaska Native
1	% Asian or Pacific Islander
82	% Black or African American
1	% Hispanic or Latino
16	% 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   2   %

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	0
(2)	Number of students who transferred from 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	165
(5)	Total transferred students in row (3) divided by total students in row	0.02
(6)	Amount in row (5) multiplied by 100	2

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

       0   Total Number Limited English Proficient

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 39   %

Total number students who qualify: 65

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.

*Because Open High School does not have a cafeteria and lunches are brought in from another school for students with free/reduced lunch eligibility, many students choose not to use their eligibility once at Open High. Based on review of records and interactions with students, the guidance counselor estimates that the actual number of eligible students is closer to 100 students or 60.1% of the school population.

10. Students receiving special education services: ___1___ %

                     ___2___ 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.

____ Autism		____	Orthopedic Impairment
____ Deafness		____	Other Health Impairment
____ Deaf-Blindness		2	Specific Learning Disability
____ Emotional Disturbance		____	Speech or Language Impairment
____ Hearing Impairment		____	Traumatic Brain Injury
____ Mental Retardation		____	Visual Impairment Including Blindness
____ Multiple Disabilities			

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

Number of Staff

	Full-time	**Part-time**
Administrator(s)	1	
Classroom teachers	11	
Special resource teachers/specialists		5
Paraprofessionals		1
Support Staff	2	
Total number	14	6

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   ___13___ **: 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	99 %	99 %	99 %	99 %
Daily teacher attendance	94 %	94 %	90 %	96 %	98 %
Teacher turnover rate	1 %	13 %	6 %	13 %	19 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	2 %	5 %	2 %	0 %	0 %

Please provide all explanations below

This is a small, intimate school which enjoys excellent collegial relationships. Staff input on key issues is always welcomed. Participatory management and respect for many points of view is the primary leadership model. Staff enjoys this kind of enviroment and flourishes in this school. One of the hallmarks of this school is how people feel when they are here.

Students seems to really love each other and staff members are win tune with the students and their needs. Noone wants to transfer, dropout or stay out.

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	45	
Enrolled in a 4-year college or university	87	%
Enrolled in a community college	9	%
Enrolled in vocational training		%
Found employment	4	%
Military service		%
Other (travel, staying home, etc.)		%
Unknown		%
Total	100	%

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Open High School was established in 1972 as an alternative public high school in the city of Richmond. Designed to address the self-directed and independent nature of many adolescent learners, Open High offers a community-based education to approximately 180 students in a small, personal setting. Students in grades 9-12 come from all areas of the district and represent a wide spectrum of educational backgrounds and socio-economic levels. Eighty two percent of the students are African American and 16% are Caucasian. For the 2007-2008 school year, 39% of students qualify for free or reduced lunch. In the previous year, over 95% of students were accepted to college, and over half were the first in their families to attend.

Open High School's vision and mission involve a faculty and staff dedicated to: the promotion of excellence in teaching and learning; the extension of learning opportunities beyond the traditional classroom; the support of differentiated instructional practices; and the encouragement of creative, critical thinking processes. Successful students manage academically challenging, individualized schedules and navigate the city to attend off-campus classes. Through core academics, the arts, electives, service learning projects, and college coursework, students develop the initiative and independence to become caring, contributing member of the school community and the larger global society.

At Open High School, the sense of community truly prevails, with students addressing all adults'from the principal to the custodial staff'by their first name. Communication, trust, and mutual respect among all members of the community are considered essential elements of this dynamic educational laboratory. Individuality among students and inquiry across the curriculum are not only valued but fostered within small, interactive classrooms where every student has a voice. Through shared decision-making, students develop personal, academic, and social responsibility, which inform their decisions and future actions as democratic citizens. Open High School relies on an advisory group or 'family,' headed by a teacher and made up of approximately fifteen students. Family heads provide guidance, support, and learning opportunities on which to build and optimize students' intellectual, emotional, and social development. Each family sends representatives to the Student Representative Council that plans school events and presides over monthly Town Meetings. Teachers collaborate in the management of the school through weekly staff meetings addressing instructional goals, performance issues, and student concerns. Teachers are fiercely invested in the success of the school, which is evidenced by the low teacher turnover

Throughout its history, Open High School has used the community as a workshop. Primarily housed at a downtown location, Open High offers courses at local institutions, such as the public library or the YMCA. Field trips are not seen as supplemental, but rather as a key component of a stimulating curriculum.
Regular visits to Theater VCU (Virginia Commonwealth University), the Chesapeake Bay and Jamestown in Virginia, and Washington, D.C., allow students to experience drama, marine life, history, and culture first hand, making education more meaningful to adolescent learners. Teachers take advantage of other community resources like the Virginia Museum of Fine Arts, the Science Museum of Virginia, Virginia Commonwealth University, and the University of Richmond to enhance the curriculum. Our annual Winter Project and food drive reaches out to local elementary children and senior citizens, putting our community values to work.

In addition to graduation credits, each student is required to complete 80 hours of community service. Open High School uses a narrative grading system, providing students with meaningful feedback regarding strengths and weaknesses. A Student Teacher Parent Organization (STPO) hosts parent forums on issues such as internet safety and financial aid for college. The STPO also raises funds for classroom materials and contributes to annual events throughout the school year, including Fall Orientation, Day in the Park, Open House, WinterFest, and the Silent Auction/Art Show.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Standards of Learning (SOL) for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history and social studies, technology, the fine arts, foreign language, health and physical education, and driver education. These standards represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn.
SOL End-of-Course assessments are administered in May of each school year in the following subjects: English Reading, Algebra I, Algebra II, Geometry, Biology, Chemistry, World Geography, World History, and U.S. History. English Writing is assessed in March. The tests evaluate the students' knowledge of the objectives taught in each core subject area. A minimum passing score is 400 with scores in the area of 400-499 listed as proficient and scores from 500-600 considered advanced proficient.

Open High School's scores evidence continuous academic progress in all subjects. In our most recent test results, 100% of students enrolled in English and math earned passing scores on the End-of-Course assessments. When compared to other divisions within the state, our students score 20 percentage points above the state's average. In a division wide comparison our percentage difference is approximately 25 percentage points.

Having consistently met the goal of passing the End-of-Course assessments, Open High School is currently using assessment data to improve the percentage of students who score in the advanced proficient range. Already, there has been an increase for advanced proficiency rates in most subjects. In a comparison of test results for Open High from 2002 and 2007, students taking the various End-of-Course mathematics assessments and earning an advanced score increased from less than 1% of students in 2002 to 41% in 2007. Currently in mathematics, we are 30 points above other schools in our division and 20 above other secondary schools in the state of Virginia. In English advanced scores have fluctuated between 42% and 74% over a seven year period. Current data indicates a level of advanced proficiency in English at a level equal to other divisions in the state and approximately 20 points above other schools in the city of Richmond.

Assessment data for Open High School indicates no disparity among the sub-groups in our population.

All SOL test data can be found on the Virginia Department of Education website ' http://www.doe.virginia.gov/VDOE/src/index.shtml

2. **Using Assessment Results**

At Open High School, we use data to guide instruction in all subject areas. The results of the SOL tests are analyzed in order to re-evaluate teaching practices to ensure that the instructional goals are being met as well as to develop strategies to improve future results.

One piece of the state's reporting of SOL test results is the 'Student Performance by Questions.' This report is analyzed by teachers to improve instruction on the various objectives. Many teachers use this information in special sessions we call SOL-A-RAMAs. These are intensive weekend workshops designed to review essential knowledge and skills, especially in areas with performance problems. Data is also used to program instruction in special weekly elective classes in most subject areas. It is this process that has enabled the teachers of Open High School to improve pass rates each year and is now being used to improve the advanced proficiency rates. Students are also encouraged to use data to self-evaluate and to make personal judgements and assessments

3. **Communicating Assessment Results**

Open High School communicates student performance in several ways. Results on the SOL test are retrieved electronically and the principal, upon determining the pass rate in each subject,

visits each classroom and announces these rates, giving prompt recognition to both students and staff. Often the students are given a celebration with music and refreshments in acknowledgment of their hard work. Students are also rewarded for outstanding achievements at our awards ceremony at the end of the school year.

Throughout the year, the school staff also wears special 'brag' shirts that the principal had made with the saying 'We licked those SOLs' embroidered on the front. These shirts are regularly worn at district-wide events and when special visitors are in our school.

When the paper copies of SOL test results are received, the 'Report to Parents' is mailed to each parent during the summer or early fall. In the fall of the next year, assessment results are made public through the Richmond Times Dispatch, the Virginia Department of Education School Report Card, and the Richmond Public Schools website.

4. **Sharing Success:**

Open High School is always willing to share its success with other schools. This is most often accomplished through district-wide professional development opportunities. Faculty from Open High School have presented their proven strategies at workshops, taught classes for other teachers in the district, shared instructional materials, and even gone to other high schools in the district to help with SOL review sessions. With the continuous success of the school, the district has increasingly utilized the practices of the Open High faculty to improve instruction at other schools. This collaboration will no doubt continue and increase in the future.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   The core curriculum areas of mathematics, English, social studies and science and the added areas of fine arts, world languages and physical education make up the general curriculum of Open High School. All students at Open High are expected to take a rigorous course of advanced study that includes all areas of the curriculum in the following measures: four units of mathematics, four units of English, four units of social studies, four units of science, three units of one world language or two each of two world languages, two units of physical education, one unit of fine arts, and two units of elective options. Open High School's curriculum is based on the Standards of Learning of the Commonwealth of Virginia. Eighty-seven percent of Open High School students earn an advanced studies diploma.

   Students are guided through ever increasing levels of rigor in each subject area. As students master the curriculum, they are encouraged to take classes for both high school and college credit (dual enrollment) through a partnership with local colleges and universities. Courses in English, mathematics and art history are taught by Open High School teachers certified through J. Sergeant Reynolds Community College.

   The curriculum in mathematics includes Algebra I, Algebra II, Geometry, Pre-calculus and Statistics. Pre-calculus is offered both as a dual enrollment option and a high school, credit-only option. Students who took advanced mathematics in middle school and have mastered the curriculum at Open High School are encouraged to enroll in Calculus I and Calculus II at a local college or university. Additionally, through our elective program, students may enroll in ACT (American College Testing) and SAT (Scholastic Aptitude Test) preparation classes designed to introduce them to strategies for success on national tests.

   The English curriculum begins with an introductory course entitled Reading, Writing, and Thinking. All first year students are required to take this class which emphasizes the fundamentals of critical thinking and the development of literacy skills. Beyond this introductory course, students choose from a number of courses that both peak student interest and fulfill requirements such as World Literature, American Literature, and special topics like Research Writing. Reading for pleasure is highly encouraged through a wide-variety of incentive programs. Additionally, on-site, dual enrollment College Composition I and II are offered to students who have mastered the English curriculum. Students also take verbal SAT prep classes during their junior and senior years.

   In social studies, students begin with a global emphasis through courses in World Geography and World History. They then focus on the American perspective through US and Virginia History and US and Virginia Government. Students are also offered elective courses in history and social studies such as History and Politics in Film and History and Geography Review.

   The science curriculum includes Environmental Science, Biology, Chemistry, Anatomy, and Physics. All science courses include a laboratory component for hands-on immersion in the field of science.

   The world languages of Spanish and French are taught at beginning, advanced, and intermediate levels for each language. Elective courses in various aspects of global cultures (e.g. Hispanic Film) support the world language curriculum.

   Visual and performing arts classes are an essential part of the Open High School curriculum. Courses in this area include Art History, Dramatic Arts, Ceramics, Drawing, Mural Art, Sculpture, Calligraphy, Painting, and Printmaking. Additional courses are available to students through the district's Arts and Humanities Center. Physical education classes are held at the local YMCA, with additional options like Yoga and Self-Defense taught by certified trainers.

2a. **(Elementary Schools) Reading:**

2b. **(Secondary Schools) English:**

The English curriculum focuses on strengthening student reading, writing, speaking, and critical thinking skills. The integrated approach to literacy instruction addresses the English Standards of Learning for the Commonwealth of Virginia, grades 9-12. Teachers recognize that adolescents develop literacy skills through exposure to high quality literature in multiple genres and media formats. Courses are organized around traditional topics, such as American and World Literature as well as semester-long studies of Classical Mythology, Shakespeare, African American Literature, Poetry, Science Fiction, and Research Writing. Approximately one third of all students take dual enrollment College Composition before they graduate.

Teachers emphasize the recursive nature of the reading process, introducing strategies to improve students' comprehension and fluency. The goal is to move all students to more independent reading behaviors involving analysis and interpretation. Our effort to improve skills of students reading below grade level is multidimensional. A course entitled Reading, Writing, and Thinking, introduces 9th graders to the foundational skills needed to succeed in high school English. Diagnostic assessments early in the school year allow teachers to identify struggling readers and differentiate instruction. Since 2002 our school has also participated in the Reading is Fundamental (RIF) program, distributing thousands of high interest books to students each year. Popular, weekly elective classes include Reading for Pleasure and the online, Independent Reading. The Newspapers in the Schools program, classroom libraries, and reading incentives like 'Caught You Reading,' further support classroom instruction.

Engaged discourse is a hallmark of all English classrooms. Teachers also provide frequent opportunities for students to use and experiment with language. They provide supportive writing environments, emphasizing writing as a process involving composing, revising, and editing. Portfolio assessment is used by teachers, as well as students, to assess growth in writing and to program future instruction. A Writing Lab is available and promotes writing across the curriculum, and a small Media Center allows students to conduct research. Students also use the downtown public library as well as the VCU library. Teachers also strongly encourage writing and performing for real audiences through participation in local and national contests like Scholastic and Poetry Out Loud. A literary magazine showcasing students' poetry, fiction, and nonfiction is regularly published.

3. **Additional Curriculum Area:**

History and social sciences are a vital part of the Open High School curriculum. Courses in World Geography, World History, US/VA History and US/Virginia Government and Economics that are based on the Virginia Standards of Learning are offered to all students. Students are expected to enroll in a history and social science class every year they are at Open High totaling four units of history and social science upon graduation.

The history and social science curriculum is immersed in local resources. Teachers take advantage of state and local government sites such as City Hall, the Federal Reserve Bank and the General Assembly. Local history offerings such as the Virginia Historical Society, Jamestown, Yorktown and Colonial Williamsburg are regular excursions that enhance the history and social studies curriculum. Teachers also utilize our proximity to Washington, DC for more in-depth understanding of the federal government. Politics and current events are ever-emerging components of the curriculum through the use of the Richmond Times-Dispatch, the Internet, and other media sources.

Additionally, the history and social studies curriculum uses multiple approaches to make history exciting for students. Interactive notebooks are used in World Geography. Backwards design is a function of World History instruction. US/Virginia History instruction utilizes multi-media presentations to make historical content attainable to students. US/Virginia Government and Economics uses hands-on approaches to help older students grasp the importance of citizenship and responsibility in an ever-changing society.

4. **Instructional Methods:**

Instructional methods at Open High School are aimed at exercising higher order thinking skills. Instructional methodology at Open High School takes into account the varied ways in which students learn. Teachers focus on using multiple modalities to aid in instruction and reach students at their ability levels and areas of personal strength. Students are engaged in the curriculum through hands-on activities that utilize multiple intelligence theories. Instruction focuses on student inquiry and application. Wherever possible, real life examples are used in instruction. Cross curriculum referencing, multi-media presentation, and the use of manipulatives and technology act as enhancements to instructional practices. Resources from the local environment aid in classroom instruction. Students are exposed to the arts to augment instruction in all areas of the curriculum.

Instruction focuses on challenging students at ever increasing levels while providing the necessary support for students at each of those levels. Teachers are committed to enhancing the curriculum through thoughtful lessons that put into practice our commitment to differentiated instructional practices that support student participation and academic excellence in a quality program.

5. **Professional Development:**

Teachers consistently seek new opportunities to grow professionally and improve student learning. At this small, collaborative school, each teacher's individual expertise is uniquely valued. Emphasis is placed on high quality activities related to content-area standards, pedagogy, and administration.

At the beginning of the school year, teachers formulate professional objectives; at the end of the year, teachers reflect on these objectives as part of an annual evaluation. The expectation is that teachers, like students, take advantage of a wide variety of learning opportunities. Through continual education, teachers have become more thoughtful practitioners, and students see their teachers modeling life-long learning. Last year, three teachers completed Masters degrees in administration and community counseling. All full-time faculty now have advanced degrees, and four teachers continue with post-Master's programs in educational leadership and the fine arts. These same teachers regularly attend and present workshops at district-wide professional development. Several teachers have also participated in statewide SOL Review Committees. Weekly meetings of the entire staff allow for more focused attention on methods to improve instruction and increase student achievement gleaned from these activities. Special training on topics such as poverty, cultural diversity, technology, and the learning styles of adolescent boys help teachers respond to classroom challenges more effectively.

Teachers are also encouraged to keep abreast of current educational research and best practices in their discipline. A professional library is housed in the school office, and teachers regularly attend workshops at the local MathScience Innovation Center, the Arts and Humanities Center, and conferences, such as the National Council of Teachers of English and the Virginia Association of Science Teachers. Since 2005, three teachers have become National Fellows with the Yale National Initiative to strengthen teaching in public schools. This ongoing, teacher-driven initiative attempts to establish a local teachers' professional development institute in collaboration with Yale University. Through this program, faculty in science and English have written and implemented comprehensive curriculum units on renewable energy, space science, world cinema, and American poetry. In 2007 a teacher also achieved National Board Certification in Adolescent and Young Adulthood English Language Arts.

PART VII - ASSESSMENT RESULTS

Subject Reading (E)   Grade 11   Test English:Reading

Edition/Publication Year End of Course   Publisher Harcourt Assessment. Inc

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient Plus	100	100	100	100	98
% "Exceeding" State Standards					
% Advanced	47	74	28	38	51
Number of students tested	36	43	43	40	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus	100	100	100	100	100
% "Exceeding" State Standards					
% Advanced	80	92	30	60	73
Number of students tested	10	12	10	10	15
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			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 9   Test ALgebra I End of Course Assessment

Edition/Publication Year Harcourt Asses   Publisher Harcourt Assessment, Inc

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus	100	100	97	80	84
% "Exceeding" State Standards					
% Advanced	25	10	24	8	14
Number of students tested	20	20	34	25	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. of students tested, there are no qualifying sub					
% "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			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 10   Test Mathematics: Algebra 11

Edition/Publication Year   End of Course   Publisher   Harcourt Assessment

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Profcient Plus	100	92	94	96	92
% "Exceeding" State Standards % Advanced	35	4	17	11	13
Number of students tested	43	49	53	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Students identified as disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient Plus	100	100	100	93	82
% "Exceeding" State Standards % advanced	18	9	29	7	0
Number of students tested	11	11	14	15	11
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			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 11   Test Mathematics: Geometry

Edition/Publication Year   End of Course   Publisher   Harcourt Assessment, Inc

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient Plus	100	92	84	85	59
% "Exceeding" State Standards					
% Advanced	63	15	5	11	4
Number of students tested	100	100	100	100	100
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students identified as disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% proficient plus	100	94			27
% "Exceeding" State Standards					
% Advanced	75	18			0
Number of students tested	12	17			11
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			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 10   Test _____

Edition/Publication Year _____   Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
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			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

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 _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
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 Math   Grade 11   Test _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
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 Math   Grade 9   Test _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
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					