Revised 03/09/06

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

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) __ Elementary __ Middle __ High _**X**_ K-12 __Charter

Name of Principal: **Mr. Harold Seamon**

Official School Name: **Northwestern High School**

School Mailing Address: **3431 North 400 West**
Kokomo, IN 46901-9108

County: **Howard** State School Code Number: **2897**

Telephone: **(765) – 454 - 2332** Fax: **(765) – 454 - 2333**

Website/URL: **http://highschool.nwsc.k12.in.us/** E-mail: **harold.seamon@nwsc.k12.in.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.

_____ Date: **February 7, 2006**
(Principal's Signature)

Name of Superintendent: **Mr. Ryan Snoddy**

District Name: **Northwestern School Corporation** Tel.: **(765) – 457 - 8101**

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.

_____ Date: **February 7, 2006**
(Superintendent's Signature)

Name of School Board
President/Chairperson: **Mr. Ted Merrell**

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

_____ Date: **February 7, 2006**
(School Board President's/Chairperson's Signature)

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

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

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

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

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
   __2__ Elementary schools
   __1__ Middle schools
   __0__ Junior high schools
   __1__ High schools
   __0__ Other

   __4__ TOTAL

2. District Per Pupil Expenditure: ___$6,035__

   Average State Per Pupil Expenditure: ____$5,978___

SCHOOL (To be completed by all schools)

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

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] 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
PreK				**7**			
K				**8**			
1				**9**	75	80	155
2				**10**	82	54	136
3				**11**	74	75	149
4				**12**	60	61	121
5				**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					561

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

__96__% White
__1__% Black or African American
__2__% Hispanic or Latino
__1__% Asian/Pacific Islander
__0__% American Indian/Alaskan Native
100 % Total

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

7. Student turnover, or mobility rate, during the past year: __6__%

[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.	11
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	561
(5)	Total transferred students in row (3) divided by total students in row (4)	.064
(6)	Amount in row (5) multiplied by 100	6%

8. Limited English Proficient students in the school: __0__%
__0__Total Number Limited English Proficient

Number of languages represented: __1__
Specify languages: English

9. Students eligible for free/reduced-priced meals: __7__%

Total number students who qualify: __37__

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: ____13__%
____71__Total Number of Students Served

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

__1_Autism	__1_Orthopedic Impairment
__0_Deafness	__6_Other Health Impaired
__0_Deaf-Blindness	_54_Specific Learning Disability
__3_Emotional Disturbance	__8_Speech or Language Impairment
__2_Hearing Impairment	__1_Traumatic Brain Injury
__4_Mental Retardation	__2_Visual Impairment Including Blindness
__0_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)	2	0
Classroom teachers	28	10
Special resource teachers/specialists	4	0
Paraprofessionals	2	2
Support staff	3	2
Total number	39	14

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __17:1___

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	96 %	95 %	96 %	96 %
Daily teacher attendance	95 %	95 %	95%	96 %	95 %
Teacher turnover rate	5 %	11 %	3 %	5 %	3 %
Student dropout rate (middle/high)	1 %	1 %	1 %	2 %	1 %
Student drop-off rate (high school)	1 %	5 %	3 %	1 %	2 %

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	133
Enrolled in a 4-year college or university	74 %
Enrolled in a community college	10 %
Enrolled in vocational training	3 %
Found employment	9 %
Military service	4 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

Part III – Summary

Northwestern High School is near Kokomo, Indiana in Howard County, approximately fifty miles north of Indianapolis. The school serves Clay, Ervin, and Howard Townships, which are in the western and northern part of the county. It has a rural agricultural setting with the advantages of a metropolitan area nearby. The school is accredited by the North Central Association Commission on Accreditation and the Indiana Department of Education.

The staff, which includes a principal, an assistant principal, two guidance counselors, a media specialist, thirty-eight teachers, and an athletic director, serves approximately 560 students. All staff members are committed to the mission of the school, which is to provide a positive and supportive environment that challenges each student to strive for excellence in developing skills in life-long learning, communication, problem solving, critical thinking, individual and social responsibility, and respect for others and self. The pursuit of this mission and the academic strength of the school are clearly demonstrated by course offerings, student course selection, quality of instruction, and student performance. Success is exemplified by the fact that for the past three years over eighty percent of the graduating seniors have pursued a college education.

NHS student performance on state and national standardized tests has been excellent. On the 2005 Indiana Graduation Qualifying Exam (GQE), 88% of the sophomore class passed the language arts portion of the test, which placed the students in the top 10% in the state. On the mathematics portion of the test 92% of the students passed which placed NHS above the 95th percentile. On the SAT test for college bound seniors, the NHS average composite score for the class of 2005 was 1092, eighty points higher than the state average and sixty-four points higher than the national average.

Over 40% of NHS graduates consistently earn an Indiana Academic Honors Diploma (AHD), and over 70% of graduates consistently earn a Core 40 college preparation diploma. While all students are encouraged to pursue a college preparation course of study, great effort is placed on serving the needs of every child, and pride is taken in academic planning and programs for all students.

NHS has curricular offerings in honors, academic, average, vocational-technical, remedial, and special education programs. The Kokomo Area Career Center provides additional opportunities for students to train in specific skill areas. Indiana University-Kokomo and Ivy Tech also provide further educational opportunities. Summer school opportunities at NHS are also available.

Numerous co-curricular activities are offered to help students develop their interests and abilities. Activities include honor society, academic competitions, science fairs and symposiums, student government, drama, student publications, music, service clubs, intramural teams, and interscholastic athletics. NHS is one of the smallest, if not the smallest, high school in Indiana to offer all twenty of the varsity boys and girls sports sanctioned by the Indiana High School Athletic Association. Over 80% of NHS students participate in the co-curricular program.

The student population has remained stable for the last ten years and is projected to remain stable for at least the next five years. Recently physical facilities placed limitations on expanding programs and student needs. The community demonstrated a commitment to education by being involved in strategic planning that resulted in current projects to renovate spaces and add classrooms. An auditorium and physical education facility are also being built to serve the needs of students and the community.

Since 1997 the Chrysler Corporation has built two manufacturing plants in the school district. This is the only large industry base in the corporation. Traditionally, the properties within the district have been family farms.

Part IV – Indicators of Academic Success

Assessment Results in Language Arts and Mathematics

In Indiana, the primary indicators of school improvement and performance are the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) tests. At the high school level, the ISTEP+ tests are administered in English/language arts and mathematics in grades 9 and 10. The tests consist of two parts, a basic skills section to measure student performance on the Indiana Academic Standards and an applied skills section that includes open-ended questions. The grade 10 test is the Graduation Qualifying Exam (GQE). A student must pass the GQE to earn a diploma from schools accredited by the Indiana Department of Education.

In recent years, Northwestern High School students have consistently scored significantly above the state average in both language arts and mathematics on the ISTEP+ tests. On the fall 2005 test, 88% of Northwestern students passed the language arts portion of the test compared to an Indiana average of 69%. The respective five-year averages in language arts are 86.6% passed at Northwestern and 69.4 % passed in Indiana. On the fall test, 92% of Northwestern students passed the mathematics portion of the GQE while the state average passing level was 65%. The respective five-year averages were 87% passed at Northwestern High School and 66% passed in Indiana.

Although proud of our overall performance on the ISTEP+ assessments, we realize that examining the percent of students meeting or exceeding the passing score does not focus on individual student needs. Consequently, we delve much deeper into the test data by disaggregating data by various student groups and various academic standards. The language arts standards include reading vocabulary, reading composition, the writing process, writing applications, and language conventions. When data is disaggregated into groups of all students, males, females, students qualifying for free/reduced lunch, and special education students, the percent of students mastering each language arts standard exceeds the percent of students mastering the standard for the respective group across the state. The same is true for the mastery of all mathematics standards, which include number sense, computation, algebra and functions, geometry, measurement, data analysis, and problem solving. ISTEP test data for Northwestern High School can be found at: //mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=2897. It is noteworthy that in the past five years, there have only been four general education and special education students who were not able to pass the GQE prior to graduation.

In addition to ISTEP+ test results, we closely examine SAT score data. The average composite score for Northwestern consistently exceeds the state and national average. In 2005, the average score for college bound Northwestern seniors was 1092 compared to the national average of 1028 and the state average was 1012. Northwestern's average composite score has increased each year for the past three years gaining over 30 points while the percent of students taking the test has also increased each year. On average, approximately 10% more Northwestern students take the SAT than the state average.

On Advanced Placement tests, we have seen a small decline in test scores over the past two years coupled with an increase of students taking the tests. Trying to put the scores and number of students taking the tests in perspective, we are closely monitoring the results of these assessments.

Other assessments, we are using to measure student achievement include the Northwest Evaluation Association (NWEA) assessments and several locally designed assessments, which are primarily used to measure growth in our school improvement goals for reading comprehension, problem solving, and critical thinking skills. The results have been very positive on these assessments and affirm our school improvement efforts.

How Northwestern High School Uses Assessment Data

Student performance on the academic standards is measured in language arts and mathematics by the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) tests. Results of the ISTEP+ tests are closely analyzed for each academic standard category and applied skill area. An overview of the data analysis is shared with the entire faculty. The principal then works with the language arts, mathematics, and special education teachers to delve deeper into the data. The whole data set is used to evaluate the curriculum and to look for explanations concerning the differences in performance of student groups on academic standard areas or applied skills areas. In the past, areas of lower performance on standards were successfully addressed by modifying curriculum and/or instruction. In most cases, discrepancies in performance were corrected by additions to the curriculum or more emphasis on specific topics in the curriculum. On the fall 2005 Graduation Qualifying Exam (GQE), six language arts standards were assessed, and the percent of students who mastered each standard ranged from 88% to 90%. In mathematics, the GQE assessed seven academic standards, and the percent of students who mastered each standard ranged from 88% to 93%. These scores are a testament to our efforts to analyze data and modify our curriculum and instruction to allow students to achieve at high levels on the ISTEP+ assessments.

Test data is also disaggregated by gender, socio-economic status, students receiving special education services, and ethnic categories. The analysis of the disaggregated data are used to drive our efforts to continuous modify curriculum, instruction, and services in order to close any achievement gaps. Data from the ISTEP+ tests, as well as other standardized and local assessments, is also examined by counselors and teachers to create remediation plans for individual students, especially students who are predicted to fall below or who have fallen below the state determined cut off score on the GQE.

How Northwestern Communicates Student Performance

Standardized test data is very important to our constituents. Each year we mail home individual student reports on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) tests. Other individual test reports for the NWEA, PSAT, SAT, and ASVAB are also sent home. Test reports are discussed with students and parents at individual counseling appointments. Test data is reviewed with students and parents to aid with their many decisions on course selection, four-year plans, and post-secondary education decisions.

Each year, an annual performance report is posted on the state department of education website at http://ideanet.doe.state.in.us/. Links to the report are available through our school website, and the report is published in our local newspaper. The performance report includes information on ISTEP+ test results, the Graduation Qualifying Exam (GQE), advanced placement tests, SAT scores, the percent of students receiving Core 40 and Academic Honors Diplomas, and other performance information.

Information on student performance is also included in the school newsletter, daily announcements that are on-line and automatically mailed to our listserv subscribers, and our student newspaper. The school has a cooperative relationship with the education staff at the local newspaper, The Kokomo Tribune, which prints numerous articles each year on the performance of Northwestern students.

Student performance is also addressed at several meetings with parents and students each year which includes planning meetings with the parents of incoming freshmen, freshmen orientation, financial aide meetings, and awards programs that are open to the public. Students and parents have the ability to receive updated performance information on a daily basis through our online parent access program. All faculty members use the same electronic gradebook program, and through our administrative software program, parents and students can access up-to-date assessment data posted by teachers in every class. Mid-term progress reports and report cards are also mailed to parents.

How Northwestern High School Shares Success With Other Schools

The principal is a member of an area principals' group that meets monthly to discuss ideas, and share successful practices and programs. Topics of common interest at recent meetings include policy and procedures, implementation of changing graduation requirements, assessment, curriculum development, student services, and dual-credit opportunities for students.

The Indiana Department of Education facilitates collaboration and sharing among schools by posting detailed school performance data for all public schools on their website. Due to this website, news articles, and networking, Northwestern staff members are frequently contacted with requests for information about programs and instructional practices. In response to these inquiries, the school has hosted teacher visits to observe curriculum and instruction, sent written material to other schools, and answered questions about programs and practices. The school corporation is also involved in monthly meetings with Howard County schools and businesses to provided "Partnerships in Education". The school corporation is in a study council with seventeen other school corporations in north central Indiana to provide professional development for area educators.

Many members of the staff are involved in state and local organizations or groups that allow them to network with colleagues and share success stories. Our counselors attend an area counselors group to share information and have hosted counselors from other schools to share information about our successful counseling program. English teachers are involved in an area "Tech Prep" group, which share ideas and review/revise curriculum. Our science department facilitator is the chairperson of Youth Activities for the Indiana Academy of Science, and two of our science teachers write for the Hoosier Association of Science Teachers magazine. Our business teachers have both presented at state conferences. In 2003, a science teacher and language arts teacher collaborated to write Fastback #514 Combating Plagiarism, published by Phi Delta Kappa.

Part V – Curriculum and Instruction

Describing the Northwestern High School Curriculum

Northwestern High School's (NHS) mission statement is to provide "a positive and supportive environment that challenges each student to strive for excellence in developing skills in life-long learning, communication, problem solving, critical thinking, individual and social responsibility, and respect for others and self." Although over 80% of NHS students matriculate to two or four year colleges, the school's strong core curriculum and electives meet the needs of students of all abilities to prepare them for their particular postsecondary goals. All academic core courses exceed state standards.

The heart of the curriculum is college preparatory courses. All subjects emphasize critical thinking, improved reading comprehension, and problem solving skills. Strong honors programs in English and mathematics culminate in AP English and AP Calculus. College preparatory levels of English and mathematics allow college-bound students to complete a rigorous four-year study in these disciplines. All students are required to be in college preparatory or Honors English classes during grades 9 and 10. Most continue in college preparatory or Honors/AP; however, non-college bound English is available juniors and seniors. The English department includes two college preparatory electives, Speech and Etymology. All English students participate in a reading comprehension program with computer generated testing. NHS offers extensive college preparation in mathematics. A student who begins Algebra I in grade 8 can opt for up to ten more semesters of college preparatory mathematics. Both English and mathematics departments have remediation services during the school day for students who need extra help to meet state standards. All curricular areas participate in a daily sustained silent reading time designed to build vocabulary as well as to enhance life-long reading and comprehension skills.

Science is a particular strength of Northwestern's curriculum. In addition to all the sciences required to meet the general, Core 40, and Academic Honors diplomas, the curriculum includes an Honors level of Biology I and AP Chemistry as well as Physics and two Advanced Science Topics courses. NHS students have earned many local, state, and national awards with their high quality science projects. Three courses include individual research and the writing of a comprehensive, documented science paper. Students may also opt for a one-credit Science Research course offered during or after school.

Students may choose from four foreign languages including Latin, French, German and Spanish. Three years of Latin and four years of the other three languages are offered.

Social studies incorporates reading, writing and critical thinking skills in to the traditional World History, U.S.History and geography courses as well as in to the elective areas of current issues, economics, sociology, and psychology. AP U.S. History provides extra challenges in critical thinking and writing.

NHS offers a broad range of electives in the arts and career areas. Four courses in two –dimensional art and five in three –dimensional art, along with Concert band, Jazz Ensemble, two choruses, music theory, and art and music history are choices. Our area's tradition as a farming community has sustained an interest in an Agri-business curriculum. Business and industrial technology electives emphasize computer skills, and the application of critical thinking and problem solving to real world problems. Consumer and family science courses and health and physical education courses allow students to explore a variety of topics and to develop positive habits for healthy lifestyles.

Affiliation with Kokomo Area Career Center allows Northwestern students access to twenty-five different career, vocational, and cooperative programs ranging from Culinary Arts to Integrated Computer Technology. Internships and on-the-job training are included in some of these programs. Students also have the option as juniors or seniors to attend dual credit courses at Indiana University Kokomo or IVY Tech Kokomo.

Northwestern High School English/Language Arts Curriculum

Northwestern High School upholds the importance of a comprehensive English language curriculum aligned with the state of Indiana's academic content standards. Northwestern's English curriculum emphasizes the building of strong reading, writing, and speaking skills as well as the higher-level thinking skills associated with the interpretation of text. In fact, the entire faculty of NHS has made it a priority that students become highly developed in their reading, comprehension, interpretation, and vocabulary development skills.

As part of NHS's school improvement plan, two reading intervention strategies have recently been implemented: sustained silent reading and the development of a cross-curricular vocabulary approach. Both strategies target the entire student body and affect students who read below grade level as well as their more successful peers. Ultimately, the assessment of all student progress will be reviewed and evaluated. We are confident that documentable growth will be apparent.

In order to facilitate in a student's desire to read, all students are highly encouraged to read novels of their choice outside of the set English curriculum. The STAR Reading and Accelerated Reader computer software along with data gathered from the Indiana State ISTEP+ standardized test identify students who are struggling with literacy skills. These students are placed in a special English remediation class in order to benefit from extra attention and assistance.

Northwestern High School Mathematics Curriculum

The mathematics curriculum at Northwestern High School consists of a basic course sequence, a course sequence for college prep students, and an honors course sequence culminating in AP Calculus for outstanding and gifted students. The course offerings above the Algebra II level include a full semester of Trigonometry, a semester of individualized study in Advanced Mathematics Concepts, a semester of Probability and Statistics, a semester of Pre-Calculus, and a full year AP Calculus course. In all courses and at all levels, the department places added emphasis on critical thinking skills, real life application, and the modeling of mathematics skills. Special emphasis is placed on problem solving skills that involve several forms of analysis and multiple tasks relating to the final solution. Each semester, all students are individually assessed in every course with an appropriate critical thinking exercise graded on a standardized sixteen point rubric. Students' progress is tracked throughout their entire four year career, and the data is used to help design and adjust curriculum to help students continue to progress in problem solving, critical thinking, and application related skills.

Special attention is paid to the remediation of "at risk" students and those students who have been unsuccessful in state mandated standardized testing. When students enter the high school mathematics curriculum, those students who have performed poorly in the past or who possess critical "at risk" factors are placed in specialized mathematics remediation sections where this pro-active approach can provide the help needed. Study of each student's individualized answers on previous standardized tests helps instructors tailor the curriculum to meet the needs of these "at risk" students. This program has proved highly successful in ultimately enabling over 99% of our students in the past five years to meet the state mandatory minimum skill level prior to graduation. The department stresses the integration of a graphical, theoretical, and analytical interpretation of all problems. Emphasis is placed on writing skills that enable the student to express concisely the ideas explored in all curricular areas.

Northwestern High School Instructional Methods

The faculty at Northwestern High School utilizes a wide variety of instructional strategies to meet the academic and developmental needs of students. All disciplines utilize direct instruction, modeling, guided practice, high level questioning prompts, active participation, independent practice, and homework as strategies to help students achieve. A consistent emphasis on high academic expectations is also employed as a strategy to promote learning.

For the past several years at Northwestern, more emphasis has been placed on developing students' reading comprehension. To improve comprehension, teachers across the curriculum are employing a variety of strategies including summarizing, modeling, practice activities on interpretation of text, identifying similarities and differences, and daily sustained silent reading. Faculty members also model and demonstrate critical reading skills as the first step in a problem solving process that is taught across the curriculum.

Northwestern has made the use of technology as a teaching tool a priority. General use computer labs, portable labs based on carts, and dedicated use labs for Business and Technology Education are available and widely used. Technology tools are used for presentations, experimentation, analysis of data, simulations, research, and a variety of other activities to enhance teaching and learning.

For students who struggle in mathematics and/or language arts, Northwestern High School uses intense small group and one-on-one instruction to remediate skills. Special education students are supported in two resource classrooms where an emphasis is placed on study skills, learning strategies geared to the individual student, and reinforcement of high academic expectations.

Professional Development at Northwestern High School

Professional development at Northwestern High School is coordinated by a building level Staff Development Committee. The committee, currently comprised of the building principal, media specialist, and four classroom teachers, plans and schedules monthly staff development activities.

For several years, the school's improvement initiatives have centered on improving reading comprehension and problem solving skills. Consequently, local professional development activities have centered on providing opportunities for faculty members to learn about research, instructional strategies, and assessment tools related to improving student achievement in these areas.

Dividing the faculty into smaller learning communities to study a variety of topics and/or learn specific skills has been an effective professional development strategy at Northwestern. The emphasis of our current professional development groups is on collaboration. Faculty members are working on thematic units, sharing strategies, peer observations, constructing rubrics, increasing parent involvement, and using test generator software.

Corporation wide needs assessments are also used to drive professional development for all teachers. This year, our time and monetary resources were used to provide a full day of staff development for secondary teachers on research based teaching strategies for increasing student achievement. The process started with a full day of workshops. The book Classroom Instruction that Works by Robert Marzano was purchased for all teachers. Follow up sessions will reinforce learning.

Teachers' attendance at outside professional development conferences and workshops is encouraged and supported.

PART VII – Assessment Results

STATE CRITERION-REFERENCED TESTS

Test: Indiana Statewide Testing for Educational Progress- Plus (ISTEP+)

Grades Tested: 9 and 10, the grade 10 test is the Graduation Qualifying Exam (GQE)

Edition/publication year: 1997 for 10th grade test results reported in the following tables from 2001-2002 through 2003-2004 (This is the "First Edition" of the Graduation Qualifying Exam.)

2003 for 9th grade test results reported in the following tables from 2004-2005 and 2005-2006

2004 for 10th grade test results reported in the following tables from 2004-2005 and 2005-2006 (This is the "new edition" of the Graduation Qualifying Exam that tests students over the new Indiana Academic Standards.)

Publisher: CTB/McGraw-Hill

State Criterion-Referenced Tests (Continued)					
Data for English/Language Arts - Grade 10					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES (all students)					
% At or Above Pass+	5	4	*	*	*
% At or Above Pass (Proficient)	88	87	89	87	82
% Did Not Pass	10	12	11	11	16
% Undetermined	2	1	0	2	2
Number of students tested	136	142	132	145	143
Percent of total students tested	99	99	100	98	98
Num of students altern assessed	0	0	0	0	0
% of students altern assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Special Education Students					
% At or Above Pass+	0	0	*	*	*
% At or Above Pass (Proficient)	38	56	63	53	10
Number of students tested	16	27	16	15	10
Percent of total students tested	12	19	12	10	7
2. Gender					
Male Students					
% At or Above Pass+	1	4	*	*	*
% At or Above Pass (Proficient)	80	88	88	85	78
Number of students tested	82	72	64	86	78
Percent of total students tested	60	50	48	59	53
Female Students					
% At or Above Pass+	11	4	*	*	*
% At or Above Pass (Proficient)	98	87	91	90	87
Number of students tested	54	71	68	59	68
Percent of total students tested	40	50	52	41	47
3. SES					
Paid Lunch					
% At or Above Pass+	6	4	*	*	*
% At or Above Pass (Proficient)	92	90	93	90	83
Number of students tested	121	131	120	133	143
Percent of total students tested	89	92	90	94	98
Free or Reduced Lunch					
% At or Above Pass+	0	10	*	*	*
% At or Above Pass (Proficient)	53	50	58	***	***
Number of students tested	15	10	12	***	***
Percent of total students tested	11	8	10	***	***
STATE of INDIANA SCORES					
% At or Above Pass+	*	3	*	*	*
% At or Above Pass (Proficient)	68	68	70	70	69

* - Pass+ category started in 2004-2005, state data currently only available for 2004-2005

*** - Insufficient number of students to be part of state assessment reports

State Criterion-Referenced Tests (Continued)					
Data for Mathematics - Grade 10					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES (all students)					
% At or Above Pass+	38	26	*	*	*
% At or Above Pass (Proficient)	92	84	89	88	82
% Did Not Pass	7	15	11	9	15
% Undetermined	1	1	0	3	3
Number of students tested	136	142	132	145	142
Percent of total students tested	99	99	100	98	98
Num of students altern assessed	0	0	0	0	0
% of students altern assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Special Education Students					
% At or Above Pass+	0	11	*	*	*
% At or Above Pass (Proficient)	56	56	63	53	30
Number of students tested	16	27	16	15	10
Percent of total students tested	12	19	12	10	7
2. Gender					
Male Students					
% At or Above Pass+	33	31	*	*	*
% At or Above Pass (Proficient)	88	88	89	85	82
Number of students tested	82	72	64	86	78
Percent of total students tested	60	50	48	59	53
Female Students					
% At or Above Pass+	44	21	*	*	*
% At or Above Pass (Proficient)	98	80	88	93	82
Number of students tested	54	71	68	59	68
Percent of total students tested	40	50	52	41	47
3. SES					
Paid Lunch					
% At or Above Pass+	40	27	*	*	*
% At or Above Pass (Proficient)	93	88	92	92	82
Number of students tested	121	131	114	132	143
Percent of total students tested	89	92	90	94	98
Free or Reduced Lunch					
% At or Above Pass+	20	20	*	*	*
% At or Above Pass (Proficient)	80	30	58	***	***
Number of students tested	15	10	12	***	***
Percent of total students tested	11	8	10	***	***
STATE of INDIANA SCORES					
% At or Above Pass+	*	11	*	*	*
% At or Above Pass (Proficient)	65	65	68	68	66
* - Pass+ category started in 2004-2005, state data currently only available for 2004-2005					
*** - Insufficient number of students to be part of state assessment reports					

State Criterion-Referenced Tests (Continued)					
Data for English/Language Arts - Grade 9					
	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES (all students)			The Ninth Grade ISTEP+ Language Arts Test was not administered in Indiana Schools Prior to the 2004-2005 School Year		
% At or Above Pass+	13	17			
% At or Above Pass (Proficient)	88	89			
% Did Not Pass	12	9			
% Undetermined	0	1			
Number of students tested	153	136			
Percent of total students tested	99	99			
Num of students altern assessed	0	0			
% of students altern assessed	0	0			
SUBGROUP SCORES					
1. Special Education Students					
% At or Above Pass+	0	0			
% At or Above Pass (Proficient)	52	44			
Number of students tested	21	16			
Percent of total students tested	14	12			
2. Gender					
Male Students					
% At or Above Pass+	11	7			
% At or Above Pass (Proficient)	86	85			
Number of students tested	74	85			
Percent of total students tested	48	62			
Female Students					
% At or Above Pass+	15	31			
% At or Above Pass (Proficient)	89	96			
Number of students tested	79	52			
Percent of total students tested	52	38			
3. SES					
Paid Lunch					
% At or Above Pass+	13	19			
% At or Above Pass (Proficient)	90	94			
Number of students tested	143	116			
Percent of total students tested	93	85			
Free or Reduced Lunch					
% At or Above Pass+	9	0			
% At or Above Pass (Proficient)	64	63			
Number of students tested	11	19			
Percent of total students tested	7	14			
STATE of INDIANA SCORES					
% At or Above Pass+	*	5			
% At or Above Pass (Proficient)	68	67			

** - 9th grade state test started in 2004-2005

State Criterion-Referenced Tests (Continued)

Data for Mathematics - Grade 9

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Sept	Sept	Sept	Sept	Sept
SCHOOL SCORES (all students)			The Ninth Grade ISTEP+ Mathematics Test was not administered in Indiana Schools Prior to the 2004-2005 School Year		
% At or Above Pass+	31	41			
% At or Above Pass (Proficient)	89	93			
% Did Not Pass	10	7			
% Undetermined	1	0			
Number of students tested	153	138			
Percent of total students tested	99	100			
Num of students altern assessed	0	0			
% of students altern assessed	0	0			
SUBGROUP SCORES					
1. Special Education Students					
% At or Above Pass+	10	0			
% At or Above Pass (Proficient)	57	56			
Number of students tested	21	16			
Percent of total students tested	99	12			
2. Gender					
Male Students					
% At or Above Pass+	42	39			
% At or Above Pass (Proficient)	93	91			
Number of students tested	74	85			
Percent of total students tested	48	62			
Female Students					
% At or Above Pass+	20	44			
% At or Above Pass (Proficient)	86	98			
Number of students tested	79	52			
Percent of total students tested	52	38			
3. SES					
Paid Lunch					
% At or Above Pass+	33	45			
% At or Above Pass (Proficient)	90	97			
Number of students tested	143	116			
Percent of total students tested	93	85			
Free or Reduced Lunch					
% At or Above Pass+	0	21			
% At or Above Pass (Proficient)	73	74			
Number of students tested	11	19			
Percent of total students tested	7	14			
STATE of INDIANA SCORES					
% At or Above Pass+	*	14			
% At or Above Pass (Proficient)	71	69			

** - 9th grade state test started in 2004-2005