

REVISED 03/07/06

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 K-12 Charter

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

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

School Mailing Address 500 Keeney Street
(If address is P.O. Box, also include street address)

Cole Camp Missouri 65325-0500
City State Zip Code+4 (9 digits total)

County Benton State School Code Number* 008-011

Telephone (660) 668-3751 Fax (660) 668-4703

Website/URL www.colecamp.k12.mo.us E-mail gorrellp@colecamp.k12.mo.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jerry Cochran
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cole Camp R-1 School District Tel. (660)668-4427

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Tom Oelrichs

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.

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

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

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: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 — Other

 3 TOTAL
2. District Per Pupil Expenditure: 5672
- Average State Per Pupil Expenditure: 7679

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
 31 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	39	35	74
2				10	42	36	78
3				11	31	25	56
4				12	26	34	60
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							268

6. Racial/ethnic composition of the students in the school: 98 % White
1 % Black or African American
1 % Hispanic or Latino
 % Asian/Pacific Islander
1 % 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: 14 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1	218
(5)	Total transferred students in row (3) divided by total students in row (4)	.1376146
(6)	Amount in row (5) multiplied by 100	13.76146

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Ukranian

9. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 89

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 %
26 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 22 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> 1 </u> Traumatic Brain Injury
<u> 3 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 19 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> </u>
Paraprofessionals	<u> 1 </u>	<u> </u>
Support staff	<u> 1 </u>	<u> </u>
Total number	<u> 24 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 19/1

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	95%	95%	94%	94%	93%
Daily teacher attendance	96%	97%	97%	97%	97%
Teacher turnover rate	3%	10%	3%	7%	12%
Student dropout rate (middle/high)	3%	3%	3%	1%	3%
Student drop-off rate (high school)	5%	6%	9%	10%	6%

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

Graduating class size	<u>57</u>
Enrolled in a 4-year college or university	<u>32</u> %
Enrolled in a community college	<u>33</u> %
Enrolled in vocational training	<u>28</u> %
Found employment	<u>30</u> %
Military service	<u>4</u> %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Cole Camp High School is located in a historic community located in the northern part of Benton County where the Ozarks meet the great prairies in Benton County. The community has a strong German heritage that is still evident in the many German festivals and heritage events. It is a community that prides itself on its neatness and well kept homes as well as the orderly life of the community. Cole Camp, where the high school is located, has a population of around 1025, is a town that offers all the services and most of the necessary shopping facilities. A number of civic organizations are active in programs to serve and enhance the city. Likewise it is a community of churches with most denominations represented. The many festivals and special events keep the town a busy place. From the rolling prairies to the north of the town to the Ozark hills to the south, agriculture predominately covers the landscape.

Cole Camp High School was established in 1903 and later reorganized in 1960 to consolidate surrounding rural schools to what we know today. The high school is located in the northern half of Benton County and the southern tip of Pettis County. The student population of Cole Camp High School for grades 9-12 is 265, with a majority of the students coming from the rural area that surrounds the school. In 1999, the patrons of the Cole Camp R-1 School District passed a bond levy for a 2.7 million dollar addition to further improve the high school building and has allowed for the increase in student programs.

The Cole Camp High School mission strives for the maximum intellectual development of each student. We are committed to providing an excellent program of instruction, fostering life long learners “Aiming For Excellence!” This is evident by the various programs and academic excellence the school promotes. Students have opportunities to participate in such programs as Speech and Drama, FFA, FCCLA, FBLA, Spanish Club, Chess Club, Show Choir, Marching Band, National Honor Society, Science Club, Student Council and Math Club. Complimenting these programs are extra curricular activities such as Volleyball, Soccer, Football, Basketball, Track, Baseball, Softball and Golf. Through promotion of these programs, students “Aim for Excellence”.

The Cole Camp R-1 School District has been awarded with “Distinction in Performance” three out of the last four years on the Missouri Annual Performance Report. Through a curriculum revision cycle, curriculums and resources are updated to keep pace with the ever

changing needs of students and testing requirements. This past year, the district's Professional Development Committee, consisting of teachers, has committed itself to reviewing all curriculums so that they align with the Grade Level Expectations, Missouri Show Me Standards, and No Child Left Behind so that student test scores on the Missouri Assessment Program can continue to increase. Through the "Aiming for Excellence" of teachers, students will achieve at high levels.

In conclusion, the community of Cole Camp and Cole Camp High School takes great pride in its heritage but also in promoting the future through its youth. Because of these reasons, the Cole Camp High School has been able to continue its success educating tomorrow's leaders.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Missouri Assessment Program (MAP) is a performance-based assessment that measures student progress toward the Show-Me Standards. Three types of test questions are used in evaluating achievement in each of the subject areas of Communication Arts and Mathematics: multiple-choice, which presents students with a question followed by three or four choices; short-answer or constructed-response, which requires students to supply rather than select an appropriate response; and performance events, which requires students to apply knowledge and understanding in real-life situations. Performance is reported in terms of five achievement levels that identify a progression of students' skills, knowledge, and abilities based on what teachers, parents, and employers expect students to know and be able to do in order to be "proficient" in the areas of Communication Arts and Mathematics. These five levels are: Advanced, Proficient, Nearing Proficient, Progressing, and Step 1. The goal is to have students scoring in the top two levels of Advanced and Proficient. Cole Camp High School strives to increase the number of students scoring in the top two categories each year while decreasing the number in the lower two categories.

The Communication Arts MAP test evaluates reading, comprehension, literary analysis, literary elements, decoding skills, usage, mechanics, and spelling. A writing prompt, which is a special type of performance event, requires students to demonstrate their writing proficiency. The Mathematics MAP test evaluates problem-solving, communication, reasoning, connections, number sense, geometric and spatial sense, data analysis, probability and statistics, patterns and relationships, mathematical systems and number theory, and discrete mathematics. Information on the Missouri Assessment Program (MAP) may be found at the Missouri Department of Elementary and Secondary Education website at www.dese.mo.gov.

2. Using Assessment Results:

Assessment at Cole Camp High School provides useful information for determining the performance of students in our school and classrooms. Emphasis is placed on identifying students that are below proficient so that a course of action may be determined that will meet the students' specific needs. An achievement level on the MAP tests of Nearing Proficient, Progressing, or Step 1 indicates that the student may need assistance. When test results arrive each fall, paper results are reviewed. These include the Student Roster, which shows a listing of individual student results; Summary Report, which shows the number and percentage of students locally in each of the five levels; Content Standards Summary Report, which provides general indications of

local strengths and needs; and Disaggregate Report, which presents results for specific subgroups of students. In addition, Crystal Reports, providing results in relation to each test question, are available on the state department's website. The school and individual student test results are shared with teachers. Teachers use assessment results along with other information to review classroom curriculum and make decision regarding instructional techniques. A review of the curriculum to determine the grade and time of year that students are presented with the knowledge and skills necessary to perform tasks relating to the content standards as well as whether instruction is provided to all students or only to certain groups is conducted annually. A review of the classroom assessments by which students demonstrate acquisition of the necessary knowledge and skills is also conducted.

3. Communicating Assessment Results:

Cole Camp High School test results are analyzed each fall and shared with faculty and staff. The testing coordinator shares the information with the Board of Education at the September board meeting. Results are also published in the local newspapers by the district and state department. Individual student test results are shared with students and parents during parent-teacher conferences. Students receiving scores in the proficient or advanced levels on the MAP tests receive recognition through various drawings, certificates, and field trips. Banners and certificates awarded by the state department are on display through out the building. The Annual Performance Report (APR) that includes our school profile and assessment results is published once a year and is made available to parents and the community. It is also available on the web. Progress reports for each class are provided on students at mid term each quarter and any failing notices are mailed to the parents. Quarterly report cards are sent home with each student and mailed at the end of the school year. Principal's List, Honor Roll, and Honorable Mention achievement lists are published quarterly.

4. Sharing Success:

Cole Camp High School is very proud of the accomplishments of its students, faculty, and staff and of the community support. The sharing of successful classroom practices and testing strategies is strongly urged and supported by the administration and board of education. When contacted by other districts, information is readily discussed and shared. The English teachers within the high school host and participate in the conference Best Practices in Communication Arts meeting. Through our Professional Development Committee, teachers are teaching teachers, sharing advice and information regarding successful classroom practices and strategies.

The essential part of sharing success is with the community. We believe it is important that the community is aware of the success our school district is having in educating the students. With this sharing, it is also important to inform the community of the importance of the results so that they can have an impact of promoting and motivating our students to do well on state assessments.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Cole Camp R-I curriculum is revised and reviewed on a 5 year rotating schedule to promote and update subject area curriculum. During this rotation new textbooks and resources are purchased to accommodate these revised curriculums. Each year, student data is reviewed to ensure that testing benchmarks, Show-Me Standards, Grade Level Expectations and standards for No Child Left Behind are covered. Our students at Cole Camp R-1 are exposed to a rigorous curriculum that promotes excellence in the classroom.

At Cole Camp High School, students have the opportunity to take a variety of classes that provide for preparation of either vocational or college students. Cole Camp High School requires for graduates for 2006 to have 27 units of credit for graduation. This is five more than required by the state of Missouri. Three English, three math's, three Social Studies and two sciences are the basic core requirements and each student is either required to take an extra core or a foreign language. The remaining classes are made up of practical arts, fine arts, health and physical education.

Students are required to take a minimum of three English credits. Within the English department, students may either take English or Honors English. Each of these classes is stringent in covering the required curriculum material. The difference though in the two is that the regular English is directed towards the vocational student and the Honors English is directed towards college bound students. Another requirement but not counted as an English credit, is the requirement for students to take Public Speaking. This affords the students the opportunity to learn about the different forms of communication and be able to speak in front of groups.

The Foreign Language component of our curriculum is Spanish. Spanish is taught to our students for a complete year and students have the opportunity to take Spanish 1, Spanish 2 and Spanish 3. This affords our students the opportunity to go from introductory to advance.

In the area of math, students are started out with Algebra 1 and then progress to such courses as Geometry, Algebra II, Integrated Math, Calculus, trigonometry and College Algebra. This curriculum ensures that students have the basic skills needed to be productive citizens of a global society.

The science and social studies curriculums require students to take courses in sequence to ensure and to monitor Grade Level Expectations. In the area of science, students first take Physical Science then Biology. As elective course in science, students may take Anatomy, Zoology, Earth Science, Chemistry, and Physics. These courses, all upper level, prepare students for college and enhance their understanding of the field of science.

The social studies curriculum requires three units of credit. Students start by taking World History then American Government, and American History. Starting this year, AP History has been offered for qualifying Juniors and Seniors. These courses' curricula are based around the idea of social ideas and philosophies that have impacted the world and the United States and how they continue to influence us today.

The last essential part to the Cole Camp R-I High School curriculum is that of the elective class. Students have the opportunity to take a variety of classes that encompass the arts and vocational education. With programs of Agriculture Education (FFA), Family and Consumer Science (FCCLA) and Business Education (FBLA) offered on our campus, students are afforded the opportunity to explore the different vocational programs. Also, our students have the opportunity to attend the State Fair Career and Technical School for such programs as Building

Trades, Welding, Health Occupations, Graphic Arts, Early Childhood Care, Electronics/Computer Networking, Machine Tool, and Auto Mechanics. In the area of arts, our student may participate in a variety of musical courses ranging from band to a show choir and art classes that research and analyze the different forms of art today.

Here at Cole Camp High School, the school's curriculum provides for students to excel in the different subject areas and it allows for exploration into the different career paths which students may take.

2b. (Secondary Schools) English:

Cole Camp High Schools English Curriculum is centered on the state of Missouri's grade level expectations. Our learning objectives are directly related to or are an extension of specific grade level expectations. These expectations set the standard for what each student at a specific grade level should know. For each objective our curriculum then suggests an activity to reinforce and enhance student learning. Further, each objective corresponds to an assessment which is described through item summary and scoring criteria. By using grade-level expectations, our curriculum is an excellent guide for our teachers to understand where each student within a specific grade level should function as a learner and how they might accomplish the goals of reaching those levels. Beyond these initial goals, our curriculum also emphasizes various enhancements of grade-level expectations for teachers to address in the course of the school year.

Our curriculum also addresses areas which are problems for students who have low reading skills. Much emphasis is placed upon contexts of words and decoding strategies for unknown words. Students also work on building vocabulary skills which include studies and applications of the use of roots, affixes, and various reference sources which can aid the reader. These areas are reinforced not only through independent study units but also through virtually every other subject matter we address within the communication arts curriculum. Further, students are instructed in a plethora of pre-reading and post-reading strategies to help make them more successful readers. Finally, within our independent reading program, our department makes a concerted effort to provide for the use of high quality young- adult fiction which adolescent readers might find more palatable to their personal tastes. However, we still address important classics through whole class study. Our curriculum attempts to cover many areas of reading strategies to assist marginal readers as well as to continue to motivate more successful readers.

3. (Secondary Schools) Mathematics, Science, Art, Etc.:

Cole Camp High School strives for maximum intellectual development through an excellent program of instruction in mathematics. Students receive a solid algebraic foundation with a challenging one year Algebra I course or a slower paced two-year Algebra I course. With that foundation, students can progress through Algebra II and Geometry. These courses stress the Missouri Show-Me Standards and grade-level expectations set by the Missouri Department of Elementary and Secondary Education and adequately prepare students for the MAP and ACT tests. The remaining courses in the curriculum foster a life long learning attitude. Students can bring all of the math disciplines together and use their math skills in real-life situations in the Integrated Math course. Or, students can prepare for their college career with the semester courses of Trigonometry, Calculus, and/or College Algebra. Cole Camp High School is currently using the seven period day schedule. With this schedule, students receive practice and corrective instruction on a daily basis. The students have course work in mathematics five days a week, so

that the topics stay fresh and skills can be built on previous instruction naturally. The instructors have set high expectations for their students and the students strive to meet and surpass those expectations. This combination of curriculum, daily practice and high standards does meet Cole Camp's mission "aiming for excellence".

4. Instructional Methods:

The Cole Camp High School uses a variety of different instructional strategies in which to teach students. All instruction first starts with keeping the curriculum aligned to current state and federal standards. Course objectives reflect these standards for establishing class room instruction.

Classroom instruction includes activities that allow for the many different types of learning styles of students today. Such instruction would be that of cooperative learning, mastery teaching, and technology assisted instruction in the classrooms. All of these learning activities ensure instruction is student centered allowing for problem solving activities and assessments to be administered.

Currently this year, implementation of the states A+ program is already producing student benefits. Through the introduction of student mentoring, students have the opportunity to help other students achieve in the classroom.

No one type of instruction is promoted over the other. It is essential to allow teachers to use a variety of instructional methods to adapt to the every changing student body. Some students may learn better with hands on activities where others may learn by visual instruction. The one thing though that is consistent is in the methods of evaluations for the students. Teachers must continue to emphasize the constructive response and performance event assessment methods. This allow for our students to become proficient thinkers and to use the knowledge they have learned.

5. Professional Development

Cole Camp R-1 School District Professional Development Committee (PDC) takes an active role in the professional development of teachers in the school district. Each year, the PDC committee meets to identify and establish goals for the district that year. These goals are established with input from the schools administration, teachers and staff. Once these goals are established, plans are put into place to obtain these goals. To work on these goals, students are released from school early once a month so that the professional development activities may take place at school.

When determining professional development for the teachers and staff, student needs are assessed. This past year, the Professional Development Committee established a need for the complete review and revision of the districts curriculum. With the inception of the Grade Level Expectations, the curriculum needed to be realigned according to grade levels and subject areas. This review and revision will ensure that students curriculum covers the areas which are to be assessed and at the appropriate grade level.

A strong impact on students is the Profession Development Committees continued commitment in providing the opportunity for teachers to attend conferences and workshops. These conferences and workshops allow teachers to gain added knowledge, resources and best practices for their subject areas. Because of these opportunities, student learning is increased which in turn affects student scores on the MAP.

PART VII - ASSESSMENT RESULTS

State Criterion-Referenced Tests

Subject Communication Arts Grade 11 Test MAP

Edition/Publication Year _____ Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	87	80	83	73	82
% At Exceeds State Standards**	39	26	47	40	34
Number of students tested	62	61	64	45	50
Percent of total students tested	97	100	100	96	98
Number of students alternatively assessed	1				
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. <u>Free and Reduced Lunch</u> (specify subgroup)					
% At or Above Meets State Standards	78	60	65	45	69
% At Exceeds State Standards	30	20	25	18	38
Number of students tested	27	15	20	11	13
2. <u>Career Ed</u> (specify subgroup)					
% At or Above Meets State Standards	92	69	80	71	84
% At Exceeds State Standards	50	19	37	33	42
Number of students tested	12	26	30	24	26

* equal to MAP Standards, Nearing Proficient, Proficient, and Advanced

** equal to MAP Standards, Proficient, and Advanced

Subject Math Grade 10 Test MAP

Edition/Publication Year _____ Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% At or Above Meets State Standards*	58	45	53	56	58
% At Exceeds State Standards**	31	10	12	11	18
Number of students tested	56	78	63	66	50
Percent of total students tested	98	99	98	100	96
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed	2	1			
SUBGROUP SCORES					
1. <u>Free and Reduced Lunch</u> (specify subgroup)					
% At or Above Meets State Standards	39	40	23	38	40
% At Exceeds State Standards	22	7	6	5	0
Number of students tested	18	30	18	21	15
2. <u>Career Ed</u> (specify subgroup)					
% At or Above Meets State Standards	60	43	58	34	50
% At Exceeds State Standards	20	11	12	17	15
Number of students tested	10	28	24	6	20

* equal to MAP Standards, Nearing Proficient, Proficient, and Advanced

** equal to MAP Standards, Proficient, and Advanced

REFERENCED AGAINST NATIONAL NORMS

Subject Communication Arts Grade 11 Test MAP

Edition/Publication Year CTB/McGraw-Hill

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

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES	March	March	March	April	April
Total Score	70	65	71	65	67
Number of students tested	62	61	64	45	50
Percent of total students tested	97%	100%	100%	96%	98%
Number of students alternatively assessed	1				
Percent of students alternatively assessed *	1%				
SUBGROUP SCORES					
1. <u>Free and Reduced Lunch</u> (specify subgroup)	66	58	61	44	65
Number of students tested	27	15	20	11	13
2. <u>Career</u> (specify subgroup)	81	62	67	62	76
Number of students tested	12	26	30	24	26
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

* Student took the MAP-A

Subject Math Grade 10 Test MAP

Edition/Publication Year CTB/McGraw-Hill

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

Testing month	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
SCHOOL SCORES	March	March	March	April	April
Total Score	75	73	81	79	80
Number of students tested	56	78	63	66	50
Percent of total students tested	98%	99%	98%	100%	96%
Number of students alternatively assessed	1	1			
Percent of students alternatively assessed *	2%	1%			
SUBGROUP SCORES					
1. <u>Free and Reduced Lunch</u> (specify subgroup)	72	70	66	77	57
Number of students tested	18	30	18	21	15
2. <u>Career</u> (specify subgroup)	78	72	85	76	75
Number of students tested	10	28	24	31	20
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

* Students took the MAP-A