

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address: 216 W. 6th Ave. (If address is P.O. Box, also include street address)

Twin Bridges Montana 59749-0419 City State Zip Code+4 (9 digits total)

Tel. (406) 684-5656 Fax (406) 684-5458

Website/URL: www.twinbridges.k12.mt.us Email: whitesel@montanavision.net

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

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

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

District Name Tel. ()

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 1 Elementary schools
 0 Middle schools
 1 Junior high schools
 1 High schools
 3 TOTAL
2. District Per Pupil Expenditure: \$5,245.00
 Average State Per Pupil Expenditure: \$5,230.00

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.
 12 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	8	5	13
3				10	6	10	16
4				11	7	8	15
5				12	8	12	20
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							64

6. Racial/ethnic composition of the students in the school:
- | | |
|------|--------------------------------|
| 90.7 | White |
| 0 | Black or African American |
| 3.1 | Hispanic or Latino |
| 3.1 | Asian/Pacific Islander |
| 3.1 | American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 13.4%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	89
(5)	Subtotal in row (3) divided by total in row (4)	.134
(6)	Amount in row (5) multiplied by 100	13.4%

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: 30 %
19 Total Number Students Who Qualify

If this method is not a reasonably 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. **As a K-12 Public school we have 40% of our entire student population qualifying for free-reduced lunch. This is a more accurate figure of the socioeconomic status of our students.**

10. Students receiving special education services: 1.5%
1 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> </u>
Classroom teachers	<u>7</u>	<u>6</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>3</u>	<u> </u>
Support staff	<u> </u>	<u>3</u>
Total number	<u>12</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 5:1

13. Show the attendance patterns of teachers and students. 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 discrepancies between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	97%	95.6%
Daily teacher attendance	97%	96%	98%
Teacher turnover rate	4%	4%	6%
Student dropout rate	4%	0%	0%
Student drop-off rate	13.4%		

14. (*High Schools Only*) **Show** what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>22</u>
Enrolled in a 4-year college or university	<u>73%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>5%</u>
Found employment	<u>17%</u>
Military service	<u>5%</u>
Other (travel, staying home, etc.)	<u>0%</u>
Unknown	<u>0%</u>
Total	100 %

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Twin Bridges High School, located in Twin Bridges, Montana is a public education entity serving an agricultural-centered community. We exist to educate and empower students for present and future individual achievement and contribution to their community and society. Our community is incredibly supportive of our school district. In a recent three million dollar building bond election, seventy-six percent of the registered voters in our school district turned out to vote, and seventy-four percent of those voting approved the bond.

The school and the community join in partnership to provide a safe and respectful environment that is conducive to learning and teaching. This positive climate promotes healthy lifestyles where students recognize the importance of life-long learning, take responsibility for high personal standards, and feel a greater sense of self-worth. Our goal is that each individual will learn to celebrate and be respectful of our rich historical community, and students will learn to appreciate the unique heritage and history of our great state and country. This partnership strives for a standard of excellence where all students achieve their highest personal expectations and are prepared to be successful in today's competitive global society. In this learning environment students will graduate, prepared to pursue their life choices and to attain their personal visions of success.

The Twin Bridges High School staff believes in the following guiding principles. We believe that every child has the potential to achieve. We believe the school, families, students, and the community shares the responsibility for the educational process. We believe the student-teacher relationship is the foundation for student success and we are all accountable for that relationship. We believe education prepares students to develop a vision and that mutual respect for diverse people builds a healthy and safe school and encourages strong interpersonal relationships. We believe a broad range of opportunities and learning experiences can meet the needs of all students, therefore we believe in, and value, a dynamic curriculum. We believe the education process is changing and flexible and needs on-going evaluation, and that all educational opportunities must foster high standards and expectations. We believe that clearly defined norms result in a climate of individual and collective responsibility among students, staff, administrators and families.

As in most rural communities, our school is the focal point of our valley. The people of Twin Bridges, Montana are dedicated to the success and future endeavors of our young people. We foster this relationship and belief by exhibiting a nurturing community involved in all activities in which our students are participants.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Twin Bridges High School used the Iowa Test of Basic Skills (ITBS) for the last two years and prior to that used the Comprehensive Test of Basic Skills (CTBS). These tests are required by the state of Montana to measure student achievement as a guide for which district results can be measured locally, throughout the state, and nationally. The concept behind using these tests are to see how the school is doing by comparing students in the same grade in different schools by using the same test nationally. There are various ways to check how a particular school's students are doing. The system used in this release is incorporating the National Percentile Rank (NPR). The NPR ranks students results by taking the total number of students taking the test and averaging the tests by class. All students at Twin Bridges High School took the tests regardless of social economic status or academic achievement level. The following is how Twin Bridges High School compares with the nation in reading and mathematics for school years 2002-01, 2001-00, and 2000-1999.

A three-year average of the NPR in reading for freshman classes at TBHS resulted in a score of 62%. This means that over the last three years, freshmen at TBHS did better than 62% of the freshmen in the nation in reading.

A three-year average of the NPR in math for freshman classes at TBHS resulted in a score of 65%. This means that over the last three years, freshmen at TBHS did better than 65% of the freshmen in the nation in math.

A three-year average of the National Percentile Rank in reading for sophomores at Twin Bridges High School resulted in a score of 70%. This means that over the last three years sophomores at TBHS did better than 70% of the students in the nation in reading. A three-year average of the NPR in math for sophomores at TBHS resulted in a score of 70%. This means that over the last three years, sophomores at TBHS did better than 70% of the sophomores in the nation in math.

A three-year average of the NPR in reading for juniors at TBHS resulted in a score of 73%. This means that over the last three years juniors at TBHS did better than 73% of the students in the nation in reading.

A three-year average of the NPR in math for juniors at TBHS resulted in a score of 69%. This means that over the last three years, juniors at TBHS did better than 69% of the sophomore in the nation in math.

A three-year average of the NPR in reading for seniors at TBHS resulted in a score of 64%. This means that over the last three years seniors at TBHS did better than 64% of the students in the nation in reading.

A three-year average of the NPR in math for seniors at TBHS resulted in a score of 62%. This means that over the last three years, seniors at TBHS did better than 62% of the seniors in the nation in math.

The test data for these items are located at the end of this document.

2. Show school's assessment data to understand and improve student and school performance.

Twin Bridges High School has implemented a new assessment tool, which measures academic progress. (MAP from the Northwest Educational Association in Portland, Oregon) This program acquires baseline data the first time a student is tested and from this baseline data, the program automatically tracks each individual student's progress in language, reading and math. This test is taken twice each year (fall and spring) on the computer. The test further breaks down each subject area to determine the

individual's areas of weakness (e.g.: mathematical computation, number sense and numeration, geometry, measurement, statistics and probability, algebraic concepts, and problem solving). The individual teachers to know the areas of instruction on which they need to focus use this data. This focal area can vary from student to student, thus requiring our teaching staff to work cooperatively developing the best possible way to individualize instruction.

TBHS also studies the data from the Iowa Test of Basic Skills to determine in which areas our students are weak. This data is discussed and from this data, we implement new programs, which are research based, and allow the staff to improve in those particular areas. (e.g.: Math scores were somewhat low in Junior High, therefore we felt the need to implement Excel Math (K-6) to build a better foundation of in computation skills for students. The elementary staff, including Title I and Special Education teachers researched and reviewed several different Math curricula, determining that Excel Math best met our needs.)

3. Show how the school communicates student performance, including assessment data, to parents, students, and the community.

Twin Bridges High School distributes a newsletter monthly, which is delivered to all postal customers in the district. This newsletter informs community members of various activities at the school and informs the public regarding student performance and the academic performance of our school in general. Parents are constantly and consistently informed concerning their child's progress. This is accomplished by sending home data sheets for the standardized test given each spring. They also receive the data from the MAP testing, which is completed by every student (2-12) each fall and spring. Parents are informed of the progress of their child at least twice each quarter using midterm reports and quarterly grades. We have an assembly at the end of each quarter to celebrate those students who have earned perfect attendance and/or honor roll awards. The community is invited to this assembly. These awards, as well as others are also listed in the monthly school newsletter and the local paper.

4. Describe how the school will share its successes with other schools.

The Blue Ribbon Recognition Program would assist us in our continual learning process by affirming our culture of learning. We believe that the designation would extend our repertoire and provide us with a flexibility to assist anyone who would like to see how we do things at Twin Bridges High School.

One such way to affect others would be through our close relationship with soon to be teachers associated with the University of Montana-Western. We consistently have students in the education field at the local college visit us during their field experiences. Through cognitive coaching and other mentorship strategies, we feel we are providing an excellent two-way street to share material with and learn from our teachers of tomorrow.

We believe that there are various ways to share with other schools, those techniques that have been beneficial to our students at Twin Bridges High School. Through presentations at professional development conferences, Twin Bridges High School would be more than happy to share our specific program with all who would like to participate. For instance, we would:

- ✓ Provide data about the degree to which various parts of the school community interact in productive and interdependent ways;
- ✓ Provide data about processes as well as behaviors that affect the school community;
- ✓ Provide data about the degree to which processes in the school are evident and parallel regardless of position in the hierarchy; we expect the same set of behaviors and values to be observed in the meetings of the board of education and faculty meetings.

PART V CURRICULUM AND INSTRUCTION

The Twin Bridges High School Curriculum includes the following courses. The English Curriculum includes:

English 9 provides grammatical studies and focuses on beginning the study of American Literature.

English 10 provides a study of world literature and finalizes the study of structural grammar.

English 11 provides a study of literature tracing the courses of the American heritage.

English 12 focuses on the Literature of England.

Basic English 9-12 is a replacement class, which is remedial in nature to serve those students who qualify.

The Math Curriculum includes:

Pre-Algebra is designed to further students' knowledge of algebraic operations and to review Math skills.

Algebra I is a general study of arithmetic operations.

Algebra II further develops the concepts presented in Algebra I. It also covers the fundamentals of trigonometry and some analytic geometry.

Geometry consists of the study of the shape of sizes of figures and its application to everyday problems.

Advanced Math is a college prep course, which includes a study of trigonometry and an introduction to calculus.

The Science curriculum includes:

Foundations of Chemistry 9 consist of an introduction to chemical theory and experimentation.

Biology 10 is designed to provide an understanding of living systems.

Chemistry provides students with the necessary background in chemical theory to enter college level chemistry.

Physics provides students with the necessary background in physics theory and experimentation to successfully enter college level physics.

Advanced Biology is designed as a laboratory approach to the development of high level thinking skills.

Applied Science: Computer Science teaches PASCAL computer language. Advanced students learn the C++ language.

Qualitative Analysis includes additional laboratory analysis in conjunction with chemistry.

The Social Studies Curriculum includes:

World History

United States History

American Government

Current Events

Remedial World and US History

The Industrial Arts Curriculum includes:

General Industrial Arts, which includes small engines, sheet metals, woods, welding and Mechanical Drawing.

Woods II including competency using Auto CAD

Power Mechanics II including all aspects of engine theory.

The Health and Physical Education Curriculum includes:

Health 9-10 and Physical Education 9-10 consist of major health education topics and participation in learning healthy lifestyles and activities.

The Foreign Language Curriculum includes:

French I, which is offered to Jr. High students as well as high school and **French II**.

The Family and Consumer Science Curricula includes:

Child Development I and II consists of a lab class, which operates a developmental preschool serving the children of Twin Bridges. (Articulated through U of M Western for one semester of college credit CD I and CD II)

Food Science/ Creative Foods

Independent Living/ Consumer Science

The Business/ Technology Curriculum includes:

Computer Applications

Advanced Computer Applications: including Keyboarding, Spreadsheets, Computer graphics, Yearbook

Accounting

Advanced Accounting

Consumer Math

The Fine Arts Curriculum includes:

Art I and II

Band and Choir

Twin Bridges High School also offers **Driver's Education**

Twin Bridges High School also offers an extensive Advanced Placement program which can be taken on-line including English Literature, French Literature, German, Spanish, Music Theory, Computer Science, Statistics, Calculus A & B, Art History, Studio Art, European History, Physics B & C, Latin Literature, Latin Vergil, and Human Geography.

2. Twin Bridges English Curriculum

Twin Bridges High School students begin their high school English education in **English 9**, which provides students with insight into language structure through grammar study and focuses on the study of American Literature. Students do a good deal of work with punctuation and various types of daily language usage through writing. Oral skills are sharpened and study of various literary genres continues. The English and literature studies each year in grade nine through twelve include poetry, short stories, novels, plays and creative writing. Their education continues with **English 10**, which includes study of world literature and finalizes the study of structural grammar. Students analyze in greater detail the structure of longer pieces of written work, including lengthy essays and research projects. Short pieces of literature from around the world earn careful scrutiny regarding content, denotation and connotation, theme, character development, and usage of figurative language.

Public speaking skills are honed. Literature studies include *The Iliad* and *All Quiet on the Western Front*. **English 11** consists of the study of literature tracing the course of the American heritage. Written and oral communication skills, acquired previously, are developed and perfected. This course emphasizes activities related to various genres, including diaries, speeches, poetry, and short stories as these emerge in historical sequence. An extensive literary term paper is required. Students finish their English education in **English 12**. Literature of England is the focal point of literary study in English 12, and includes a chronological journey from *Beowulf* to the 20th Century. Novels from the 19th and 20th centuries are studied. Students write their own short stories, enhance vocabulary skill through the study of Latin roots, do a quick brush-up of structural grammar, and read two of Shakespeare's plays, *Macbeth* and *Taming of the Shrew*.

For those students who have significant difficulty with reading and writing skills, we offer **Basic English 9-12**. This class is for those students who are eligible based on Title I criteria. This

class and a replacement **U.S. History, Government** class assists those students in need of a small-group learning environment. These two classes make use of high interest, low reading level texts. They offer the same content as regular classes, but with closely supervised teaching techniques from highly qualified teachers.

3. Twin Bridges Science Curriculum

Twin Bridges High School freshmen take **Foundations of Chemistry**, which introduces them to Chemistry. It offers a foundation for entry into more advanced science courses. As sophomores, the students take **Biology**, which is designed to provide an understanding of living systems and to provide a foundation for entry into more advanced science courses. Topics include science history, scientific method, cellular structure and function, nucleic acid structure and function, patterns of heredity, the interaction of genetics, and evolutionary processes. Selected topics such as microbiology, vertebrate anatomy, invertebrates, botany, and ecology are taught. This class includes 30% laboratory time. **Chemistry** is offered to juniors and seniors. Areas of study include stoichiometry, thermo chemistry, atomic structure and its relation to chemical bonding, gas behavior, chemical kinetics, chemical equilibrium, acid and base behavior, oxidation-reduction reactions, and organic chemistry. **Physics** is also offered, which is designed to provide students with the necessary background in physics theory and experimentation to successfully enter college level physics. Subjects taught include nature and cause of motion, force resolution, curvilinear and harmonic motion, conservation of energy and momentum, thermal energy, heat and work relationships, behavior of light, electrostatics, electromagnetism and electric circuitry. **Advanced Biology** is comprised of three quarters of bacteriology and one quarter of plant science. The bacteriology section includes the use of a variety of chemical media to conduct diagnostic tests of bacterial metabolism. One goal is the identification of species in a mixed culture. The plant science section stresses plant anatomy and plant taxonomy. (80% laboratory) Juniors and seniors can also take **Applied Science/Computer Science**, which is designed to develop higher level thinking skills through the solving of a variety of mathematically oriented problems. The PASCAL computer language is taught and then used to program the solutions to the assigned problems. The curriculum for advanced students includes the C++ language. Finally, students can take **Qualitative Analysis**, which is additional laboratory analysis in conjunction with Chemistry. Included in the Science curriculum at the 9th and 10th grade levels are high interest, low reading level textbooks to assist those students who have difficulty with reading fluency and comprehension. The Title I department assists those students through inclusion and limited pullout. The students participate in all laboratory work, as well as other pertinent activities.

4. Twin Bridges High School Instructional methods the school uses to improve student learning.

Twin Bridges High School offers many different methods to improve students learning. Our school offers many different courses for those students who read at a lower reading level or have difficulty comprehending what they read. Our Title I department offers replacement courses in English in grades nine through twelve. This course includes structural grammar instruction, formal and creative writing, oral communication, literature studies and analysis of many pieces of literature. The teachers of these courses have completed research in teaching through the multiple intelligences, teaching apathetic and disruptive students, and dealing with a variety of learning disabilities.

They have implemented reading for enjoyment activities, including SSR and oral reading instruction with quality pieces of literature. We have implemented Writing Journals in our replacement classes to encourage student writing. As research suggests, there are connections between reading and writing competency.

Our Title I department provides intensive study groups for those students in need. Title I staff are available during all study halls to offer assistance to those students in need. They teach a Study

Skills course to seventh grade students designed to improve study habits, organizational skills, and test-taking strategies. We have an after-school study group, which meets four days per week to help those students who may need assistance.

Students are also able to enroll in a replacement U.S History/Government class that utilizes the use of high interest/low reading level text. This is also a small class, which makes it conducive to teaching to individual needs.

5. Twin Bridges High School professional development program and its impact on improving student achievement.

Twin Bridges High School encourages all teachers to attend the Montana Behavioral Institute. This organization is a comprehensive staff development venture, which improves the capacities of schools and communities to meet the diverse and increasingly complex social, emotional, and behavioral needs of students. MBI's emphasis is to assist educators and community members in developing the attitudes, skills, and systems necessary to ensure that each student leaves public education and enter the community with social competence appropriate to the individual regardless of ability or disability.

Twin Bridges High School also sponsors the staff as they attend various teaching conferences each year. Teachers are encouraged to attend workshops in various subject areas, which introduce new teaching methods that are researched based and effective. Each year, the staff development committee surveys staff regarding new areas in which they would like to be trained. This information is then compiled and the committee acts on the recommendations.

9th Grade Math

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9th Math

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 9th Math

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 9th Math

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE____ Scaled Scores___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	9th Math		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	59%	50%	85.5%
National Curve Equivalent	55%	53%	73.3%
Number of Students Tested	19 students	12 students	20 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
1. Socioeconomic Status	46%	71%	64%
2. Ethnicity			
<i>Hispanic</i>	34%	No students	81%
<i>Asian</i>	46%	No students	87%

9th Grade Reading

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9th Reading

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 9th Reading

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 9th Reading

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE _____ Scaled Scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	9th Reading		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	57%	51%	79.5%
National Curve Equivalent	54%	53%	84.5%
Number of Students Tested	19 students	12 students	20 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
1. Socioeconomic Status	52%	74%	34%
2. Ethnicity			
<i>Hispanic</i>	27%	No students	52%
<i>Asian</i>	47%	No students	88%

10th Grade Math

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10th Math

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 10th Math

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 10th Math

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE _____ Scaled Scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	10th Math		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	61%	72%	77.7%
National Curve Equivalent	56%	64%	70.3%
Number of Students Tested	17 students	22 students	24 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
I. Socioeconomic Status	75%	65%	45%
Ethnicity			
<i>American Indian</i>	No students	No students	90%

10th Grade Reading

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10th Reading

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 10th Reading

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 10th Reading

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE _____ Scaled Scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	10th Reading		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	63%	72.4%	75.5%
National Curve Equivalent	57%	69%	79.5%
Number of Students Tested	17 students	22 students	24 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
1. Socioeconomic Status	75%	87%	38%
2. Ethnicity			
<i>American Indian</i>	Na	Na	94%

11th Grade Math

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11th Math

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 11th Math

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 11th Math

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE _____ Scaled Scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	11th Math		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	78%	66%	63.7%
National Curve Equivalent	66%	64%	64%
Number of Students Tested	23 students	27 students	17 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
1. Socioeconomic Status	75%	38%	84%
Ethnicity			
<i>American Indian</i>	72%	72%	38%
<i>Hispanic</i>	84%	No students	No students
<i>Asian</i>	75%	No students	No students

11th Grade Reading

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11th Reading

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 11th Reading

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 11th Reading

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE _____ Scaled Scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	11th Reading		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	79%	79%	62.3%
National Curve Equivalent	67%	69%	54%
Number of Students Tested	23 students	27 students	17 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
1. Socioeconomic Status	73%	44%	58%
2. Ethnicity			
<i>American Indian</i>	17%	83%	56%
<i>Hispanic</i>	41%	No students	No students
<i>Asian</i>	87%	No students	No students

12th Grade Math

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 12th Math

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 12th Math

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 12th Math

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE _____ Scaled Scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	12th Math		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	65%	53%	67%
National Curve Equivalent	58%	51%	61.3%
Number of Students Tested	24 students	16 students	25 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
1. Socioeconomic Status	26%	59%	49%
2. Ethnicity			
<i>American Indian</i>	No students	No students	71%

12th Grade Reading

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 12th Reading

Test 2001-2002 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 12th Reading

Test 2000-2001 Iowa Test of Basic Skills

Edition/Publication Year 2001

Publisher Riverside Publishing Company (Houghton Mifflin Co.)

What groups were excluded from testing? Why, and how were they assessed? None

Grade 12th Reading

Test 1999-2000 Comprehensive Test of Basic Skills

Edition/Publication Year 1997

Publisher CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCE _____ Scaled Scores ___ Percentiles X

	2001-2002	2000-2001	1999-2000
Grade/Subject	12th Reading		
Testing Month	March	March	April
SCHOOL SCORES (NPR)	71%	60%	61%
National Curve Equivalent	62%	55%	61.3%
Number of Students Tested	24 students	16 students	25 students
Percent of Students Tested	100%	100%	100%
Number of Students Excluded	0	0	0
Percent of Students Excluded	0%	0%	0%
SUBGROUP NPR SCORES			
1. Socioeconomic Status	62%	47%	48%
2. Ethnicity			
<i>American Indian</i>	No students	No students	80%