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

Name of Principal: Dr. Ronald E. Hertel

Official School Name: Marion Local High School

School Mailing Address: 1901 State Route 716

Maria Stein Ohio 45860-9713
City State Zip Code+4 (9 digits total)

Tel. (419) 925-4597 Fax (419) 925-5111

Website/URL http://ma.noacsc.org Email Hertelr@ma.noacsc.org

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: Mr. Andrew M. Smith

District Name Marion Local School District Tel. (419) 925-4294

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. Greg Garmann

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 I - ELIGIBILITY CERTIFICATION

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district: ___1___ Elementary schools
 ___ ___ Middle schools
 ___ ___ Junior high schools
 ___1___ High schools

 ___2___ TOTAL

2. District Per Pupil Expenditure: **\$6595**

 Average State Per Pupil Expenditure: **\$7505**

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.

 ___4___ 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	42	41	83
3				10	34	26	60
4				11	36	44	80
5				12	40	43	83
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							306

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>99.7</u> % White |
| <u>0</u> % Black or African American |
| <u>0.3</u> % Hispanic or Latino |
| <u>0</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 0 %

(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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	0
(4)	Total number of students in the school as of October 1	306
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	0

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: **2.94** %
9 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.

10. Students receiving special education services: 8.82 %
27 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>25</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</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>	_____
Classroom teachers	<u>18</u>	_____
Special resource teachers/specialists	<u>3</u>	_____
Paraprofessionals	_____	_____
Support staff	<u>5</u>	_____
Total number	<u>27</u>	_____

12. Student-“classroom teacher” ratio: 17 to 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 discrepancy 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	1998-1999	1997-1998
Daily student attendance	<u>96.38</u>	<u>96.52</u>	<u>96.61</u>	<u>96.38</u>	<u>96.66</u>
Daily teacher attendance	<u>97.7</u>	<u>97.0</u>	<u>97.5</u>	<u>96.3</u>	<u>97.5</u>
Teacher turnover rate	<u>5.5</u>	<u>2.8</u>	<u>5.7</u>	<u>5.7</u>	<u>2.8</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	2.82	3.7	0	0	1.49

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

Graduating class size	69
Enrolled in a 4-year college or university	68%
Enrolled in a community college	7.8%
Enrolled in vocational training	7.2%
Found employment	17%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

PART III - SUMMARY

Marion Local High School located in Maria Stein, Mercer County, Ohio is a rural school servicing 306 students in grades 9-12. The district consists of six small communities, Maria Stein, Osgood, Cassella, St. Rose, Chickasaw, and St. Sebastian. The school has an excellent academic and extra-curricular reputation and has been recognized many times by the Ohio Department of Education as an Excellent school. In the past four years, the school has captured many state championships, which include, two state football championships, three state cheerleading championships and both the girls and boys basketball state championships in 2003. Only two other schools in Ohio basketball history have won both titles in the same year. The school made appearances in state competitions in golf, cross country, and volleyball. The marching band has been rated superior in state marching competitions for eighteen straight years. This fall over 90% of the student population participated in extra curricular activities.

Due to our low wealth standing in the state of Ohio, the school district has just completed a renovation and construction project with the monetary assistance of the Ohio Schools Facility Commission. The campus is spread over forty acres, which includes a K-8 building, a High School, a baseball field, a softball field, a football field and a new track and field facility constructed with small community donations.

The system is blessed with above average community involvement. The community is very family oriented and sets high values and standards. The community expects and supports quality education. The school system is the focal point of the community and the community takes a great deal of pride in it. The Parent Teacher Association and booster groups are also very supportive and involved.

In summary, the school system is dedicated to providing a well rounded innovative curriculum and achieving the highest levels of learning for all students and staff. Our mission is to establish a safe, nurturing, and learning environment, which will challenge each individual to acquire his/her highest potential intellectually, socially, emotionally, and physically. The overall goal is for all to approach life's challenges with confidence in their ability to succeed and develop an appreciation for the importance of life-long learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Item #1: How the school uses assessment data to understand and improve student and school performance.

Marion Local High School's staff reviews proficiency results and the academic successes of its students to determine students' curricular choices. We use PLAN (practice ACT) and ACT results to make determinations about what areas need to be emphasized in classrooms. If we are particularly low in a subtest overall, we will have the teaching staff in that area work on those skills in their classes. Then we monitor future test results to determine whether or not an improvement has taken place.

We also use student performance on various tests to make some determinations about class placement of students. For example, we expect a high level of performance both in the precalculus class and on the ACT Math section for students who wish to take Advanced Placement Calculus. Students are aware of this and know that they need to perform well if they wish to advance to this level. They are motivated to improve their performance for this goal. When a need is identified, students are given the opportunity for intervention.

Mentor groups have been established to aid students in building character and taking responsibility for their successful learning. These groups are randomly chosen and consist of equal numbers of freshmen, sophomores, juniors and seniors. The upper classmen are an extremely valuable asset to incoming freshmen by sharing their experiences in the high school setting, which leads to academic success.

The Marion Local High School is a member of the Northwest Ohio Area Computer Association Cooperative (NOACSC) and accesses assessment data through a computer program developed by the NOACSC known as Data for Student Learning (DSL). This website was developed at the request of the member schools. Item analysis data for the Ohio Proficiency Test, off-year state required tests, and norm referenced tests, such as the PLAN and ACT are available through DSL. We are able to examine the performance on individual questions within the Ohio Proficiency test by district, building and class. In addition, we examine questions grouped by Item Subscale and Learning Outcomes as developed by the Ohio Department of Education.

This information along with the results gathered by classroom assessments are used to determine the effectiveness of instructional programs, instructional methodologies, and if the curriculum is properly aligned to the state adopted learning outcomes. Professional development and improvement planning are also driven by this data. Even though test results have been excellent for the district, professional development activities are based on research that indicates that low achieving students will perform well if teaching methods are matched to the learning styles of the students in each classroom.

Item #2: How school communicates student performance, including assessment data, to parents, students, and the community.

The Marion Local High School communicates student performance in several ways. State proficiency test performance is communicated through the distribution of the Ohio Department of Education district and building local report cards. This information is also reported annually in the local newspaper and the school newsletter. Other student academic performance information is disseminated through grade cards, interim reports, and phone calls or e-mails to parents. Parent – teacher conferences are scheduled to facilitate discussion about expectations and results, and the school district website also has information available for residents.

The guidance department conducts meetings to inform the community and parents of ongoing activities and results. These meetings also provide information to the community concerning scheduling, vocational opportunities, scholarship possibilities, post-secondary options, and advanced placement options. The school is currently developing a student notebook that will allow each student to track their own progress toward mastering the learning outcomes on the new Ohio Graduation Test.

When PLAN results are received all students receive a forty-minute explanation of the results. We explain what these results mean to them in terms of their current performance, their career aspirations and also how these results correlate with the ACT. This information is sent home with the same explanation written out for parents. Both parents and students are given the guidance counselors contact information so that they can raise any additional questions.

ACT and SAT results are explained to students on an individual basis. When student receive their scores they are given a brief explanation and are given the opportunity to seek additional information as needed. In most cases the students have a very good knowledge about the scores and where improvement is needed.

Item #3: How the school will share its successes with other schools.

The successes of the Marion Local High School have been and will continue to be shared in several different manners. Administrators have shared information in venues such as the Ohio School Leadership Institute, the Ohio Leadership Academy, and county principal and superintendent meetings. The Ohio School Leadership Institute provides leadership training for superintendents, and the Ohio Leadership Academy focuses on developing principals or building leadership. The superintendent has made several presentations to prospective teachers and administrators at the university level.

Teachers have also done formal presentations at events sponsored by state associations and can receive in-service/or and college credit by implementing research-based practices, and sharing results with other staff members at both Marion Local and other schools.

Five times a year the district newsletter is mailed to every home in the school district. Copies of these are sent to the administrative offices of neighboring districts. Also, our school's web page is accessible on the Internet and highlights our successes.

While some of our successes become public through the news media, more often the sharing comes in meetings, and other less formal gatherings. School Board meetings are publicized and frequently school successes are discussed in this forum so that the board is aware of how things are progressing at school. Superintendents, principals, and guidance counselors have monthly meetings with neighboring schools and in these meetings, areas of success, progress, difficulty, etc. are discussed.

Awards are given to students for academic success, which is often inclusive of their assessment results. Students are celebrated for their high academic achievements in such settings as the Franklin B. Walter award, scholar-athlete awards, and other scholarships. These successes always make the newspaper and therefore our school successes are shared with the public.

PART V – CURRICULUM AND INSTRUCTION

MARION LOCAL HIGH SCHOOL'S CURRICULUM

The curriculum at Marion Local High School offers our students a wide variety of choices, challenging the students academically and allowing for individual student's interests. At the end of each school year, students, parents and teachers work together to select the appropriate classes for the following year. The Marion Local Community and Schools have high academic expectation for all students. To accommodate this high expectation, Marion Local High School offers its students a variety of higher-level cognitive and academic classes.

Starting in the eighth grade, all students take Physical Science for high school credit. When students enter Marion Local High School, they all take Biology their freshman year. During their sophomore year, they take Biology II. In their junior year, students have a choice of Chemistry or Human Physiology. During their senior year, students can select Chemistry, Human Physiology or Physics.

Selected eighth graders can receive high school credit for Algebra. The remainder of the eighth graders take a Pre-Algebra / Pre-Geometry math course. When the students enter high school, they can choose Pre-Algebra, Algebra, or Geometry. During their sophomore year, students can select Algebra, Geometry, or Algebra II (General or Advanced). In their third year, the students can select Geometry, Algebra II (General or Advanced), Contemporary Math, Probability and Statistics, or Pre-Calculus. During their senior year, the student can take Algebra II (General or Advanced), Contemporary Math, Probability and Statistics, Pre-Calculus, or AP Calculus.

As a freshman, all students take English I and then English II during their sophomore year. As a junior, students can select English III, College English, Oral Communications, or Drama. During their senior year, students can select English IV, College English, College English II, Oral Communications, Drama, or Advanced Placement (AP) English.

During their freshman year, students take American History. During their second year, students can take, American Government, Psychology, or Sociology. During their junior year, student can select World History, Psychology, Sociology, or Current Affairs. As a senior, students can select World History, Psychology, Sociology, Current Affairs, or Economics & Personal Finances.

Students interested in Foreign Language can select Spanish I, II, & III, German I, II & III, or Sign Language I, II, III & IV. The Sign Language courses are offered using grant-funded Inter-Active Video Distance Learning (IVDL).

Students interested in the Arts can select Band, Music Appreciation, Intro to Art, Drawing/Painting, Graphics/Photography I and II, Jewelry I and II, Design, or Ceramics / Fabrics.

Students interested in Business can select Word Processing, Accounting I and II, Technology Communication, Introduction to Business, Programming, Technology Assistant, or Multi-media.

Students interested in Industrial Arts can select Drafting, Engineering Drafting I, II, or III, Architectural Drafting I, II, or III, Woodworking & Construction, Vocational Education, or Industrial Technology.

Students interested in Vocational courses can select Life Skills, Nutrition & Wellness I and II, Parenting, Plant/Animal Science, Environmental/Mechanical Science, Agricultural Studies I and II, Agricultural Production Cooperative, Occupational Work Experience I and II, or Occupational Work Experience Work/Lab.

Students can select Physical Education I & II during the school year or during the summer in their freshman or sophomore years. Students take Health during their sophomore year.

Students interested in Advanced Placement courses not available at Marion Local High School can utilize the grant-funded APEX web-based program. Currently, students are taking AP Psychology, AP Spanish, AP Chemistry, and AP English Language and Composition.

Marion Local High School is one of nine schools in Mercer and Auglaize counties make up Tri Star's Career Technical district. These nine districts have developed a curriculum of programs for junior and senior students who have an interest in a Career Technical field.

MARION LOCAL HIGH SCHOOL'S ENGLISH LANGUAGE CURRICULUM

The Marion Local High School English curriculum is heterogeneously grouped in the first two years. When students enter their junior year, they may choose (with guidance from their sophomore teachers) college preparatory English or a Basic English course. Seniors have more course options. If they took the college prep route as a junior, they may choose either a second level of college prep or Advanced Placement Literature. If they took the basic route as juniors, as seniors they may choose to take a senior level Basic English or take the junior level college prep course.

The curriculum consists of literature based writing in almost all instances. Students read novels, stories, or poetry as a class, and then writing assignments are generated from those readings. As the course level increases, the difficulty increases proportionally, so the students are building on skills they learned in lower levels and working toward higher level thinking skills. All reading or writing skills are continually developed for maximum achievement.

Besides the literature the students read as a whole class, other books are required to be read independently. These books are of the students' own choosing so that they can read books of interest to them on their own independent reading level. Class time is scheduled periodically for sustained silent reading. Students and teachers reading in class sends a message to the students that reading is important and should be a life-long habit. These books are then discussed individually (or in small groups/pairs if students choose the same book) with the teacher in conferences arranged outside the regularly scheduled class period. Students take ownership of the books they choose, and they participate in these conferences willingly.

Other reading practices promote life-long reading habits. Magazines and newspapers are included in the curriculum to provide additional easy reading materials that pertain to topics of current interest or importance. These materials are worked into the curriculum with vocabulary development, summary writing, and other language skills.

By implementing a wide range of reading materials of different reading levels and allowing students to choose their own readings, the English language curriculum allows all students to grow and to see the value and use of reading and writing.

MARION LOCAL HIGH SCHOOL'S MATHEMATICS CURRICULUM

The math curriculum at Marion Local High School has been expanded in recent years to meet the needs of all students. One part of our mission statement states that our goal is to help students develop a sense of self-worth that allows the individual to reach their highest potential intellectually, socially, emotionally, and physically. We have added three courses in recent years to help students reach their highest potential. The addition of Probability and Statistics and Advanced Placement Calculus has allowed the college-bound students the opportunity to prepare themselves for the rigor of college mathematics. A third course, Contemporary Mathematics, has been added as a hands-on application course to allow all students to broaden their scope of mathematics. This course includes a lot of business mathematics and personal finance, which will help all students in their daily lives.

All math teachers are encouraged to teach with a hands-on approach. Our goal is to take the mathematics from the abstract and make it concrete. This includes using algebra tiles, building models, running experiments, constructions in Geometry, working with three-dimensional models, etc. Through this approach, students realize that the mathematics they learn will apply to many different areas of their adult lives.

INSTRUCTIONAL METHODS

Part of the mission of the Marion Local School District is to develop each individual to reach his/her highest potential intellectually, socially, emotionally, and physically. To reach this lofty goal, teachers utilize several teaching styles to accommodate the learning styles of our students. Many of Marion Local High School's teachers use a two-way interactive discussion approach in their classroom. Teachers and students are actively involved in subject-based discussions. Teachers are very active in their use of technology in their classrooms. Both students and teachers create *Power Point* presentations to enhance lectures, notes, projects, and discussions. Interactive Video Distance Learning (IVDL) is used in the Sign Language courses and for special events. When special events are received via the IVDL connection, the events are broadcast through the school's video retrieval system to all classrooms. Teachers and students utilize a *local input* connection to display computer images on the classroom televisions. Teachers enhance their curriculum with this powerful visual tool by showing videos and using video streaming. Teachers (and students) can display their web pages, *Power Point* presentations, Internet search techniques and results, and also pictures and videos created by the students using digital cameras, video cameras, and video editing software. Special needs students are utilizing assistive technology, such as the scan/read program called *Kurzweil, Read Please* which reads their word-processed documents back to them, and *Zoom Text* which is an enlargement programs to assist visual needs. Authentic learning takes place in a variety of settings. Students are involved in creating, maintaining, and updating the school website. Students are responsible for shooting and editing the various sports seasons, senior memory videos, and news reports. Tech assistant students help to troubleshoot, repair, and maintain the over 455 computers. In the Industrial Technology program, students design and build projects such as entertainment centers, magazine racks and picnic tables. A Computer Assisted Drafting (CAD) program is available for student use. In the Industrial Technology laboratory students use inquiry self paced activities with the aid of computer programs to study stress, strain, electronics, aerodynamics, and robotics. Teachers are utilizing group activities and projects throughout their classrooms. Several students are taking the APEX web-based advanced placement courses. Students and teachers connect to the school's textbooks publisher's WebPages to enhance their programs and compliment the classroom instruction

PROFESSIONAL DEVELOPMENT

The focus of the Marion Local's Joint In-Service Committee (3 teachers and 3 Administrators) is to prepare our teachers and administrators to meet all the individual, educational needs of the students at Marion Local High School. The committee constantly reviews the professional development needs of our staff. Professional development needs are partially determined by student test results. Professional development activities are offered in several different modes so every employee has an opportunity to participant and improve their skills. Our district sponsors two all day staff in-services each year for teachers and administrators. Subs are hired two times each year to allow one-half day in-services for our teachers and administrators. Three two-hour school delay in-service days are scheduled each year from 8:00 am to 10:00 am. Before and after school professional development activities are offered throughout the school year. A Western Ohio Educational Association Day is scheduled each year with several professional development activities held in the surrounding area. Our county also schedules a full day professional development activity at the beginning of each year for countywide teachers and administrators. The school's focus for the past two years has been on learning styles. The concept was introduced and researched during the 2001-2002 school year. This year, all staff attended a full day of in-service at the beginning of the school year. Periodic follow up in-service was offered through the remainder of the year. Several books on Learning Styles have been purchased for our staff to use in developing their classroom activities. The administration does not refuse teachers professional leave for professional development. Some of the professional leaves granted this year include: two teacher to the Ohio Integrated Language Arts Conference, three teachers to the Bureau of Education and Research "Inclusion Strategies" seminar, the Librarian to the Ohio Educational Library Media Association's Great Ohio Technology Education Conference, one teacher to the Bureau of Education and Research "Strengthening Physical Education Program" and three teachers to the Ohio School Net conference.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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: **9** Test: **Ohio State Ninth Grade Proficiency**

Edition/publication year: **Annually** Publisher: **Ohio Department of Education**

What groups were excluded from testing? Why, and how were they assessed?
No groups were excluded.

Number excluded: **0** Percent excluded: **0%**

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for the **Reading** part of the Ohio 9th Grade Proficiency Test

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	100%	100%	100%	100%	100%
At Advanced					
Number of students tested	83	81	69	73	66
Percent of total students tested	100	97.5	100	97.3	95.5
Number of students excluded	0	2	0	2	3
Percent of students excluded	0	2.5	0	2.7	4.5
SUBGROUP SCORES					
No subgroup Identified					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient	91.6	90.5	89.1	88.7	NA
State Mean Score					
At Advanced					
State Mean Score					

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for the **Mathematics** part of the Ohio 9th Grade Proficiency

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	March
SCHOOL SCORES					
TOTAL					
At or Above Basic					
At or Above Proficient	100%	96.1%	98.6%	98.7%	98.7%
At Advanced					
Number of students tested	83	81	69	73	66
Percent of total students tested	10	97.5	100	97.3	95.5
Number of students excluded	0	2	0	2	3
Percent of students excluded	0	2.5	0	2.7	4.5
SUBGROUP SCORES					
No subgroups identified					
1. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score					
At or Above Proficient	73.5	72.5	70.4	68.8	NA
State Mean Score					
At Advanced					
State Mean Score					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **10**

Test: **PLAN - Mathematics**

Edition/publication year: **2001**

Publisher: **ACT**

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded. Test was voluntary until 00-01, No make-up test given for student absent in 01-02.**

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	October	October	October		
SCHOOL SCORES					
Total Score	<u>20.9</u>	19.4	20.2		
Number of students tested	58	81	65		
Percent of total students tested	98.3	100	78.3		
Number of students excluded	1	0	18		
Percent of students excluded	1.7	0	21.7		
SUBGROUP SCORES					
No subgroups identified					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	16.3	16.3	16.3		
STANDARD DEVIATIONS					
Total Standard Deviation	3.3	3.6	3.8		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **10** Test : **PLAN - Reading**

Edition/publication year: **2001** Publisher: **ACT**

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded. Test was voluntary until 00-01, No make-up test given for student absent 01-02.**

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	October	October	October		
SCHOOL SCORES					
Total Score	18.2	16.6	17.2		
Number of students tested	58	81	65		
Percent of total students tested	98.3	100	78.3		
Number of students excluded	1	0	18		
Percent of students excluded	1.7	0	21.7		
SUBGROUP SCORES					
No subgroups identified					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	15.8	15.8	15.8		
STANDARD DEVIATIONS					
Total Standard Deviation	3.9	4.2	4.4		

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade: **10** Test : PLAN - **Composite**

Edition/publication year: **2001** Publisher: **ACT**

What groups were excluded from testing? Why, and how were they assessed? **No groups were excluded. Test was voluntary until 00-01, No Make-up test given for student absent in 01-02.**

This test was voluntary until 00-01, no make-up test given for student absent in 01-02.

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	October	October	October		
SCHOOL SCORES					
Total Score	<u>19.2</u>	17.5	18.4		
Number of students tested	58	81	65		
Percent of total students tested	98.3	100	78.3		
Number of students excluded	1	0	18		
Percent of students excluded	1.7	0	21.7		
SUBGROUP SCORES					
No subgroups identified					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	16.5	16.5	16.5		
STANDARD DEVIATIONS					
Total Standard Deviation	3.0	3.1	3.4		