

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

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

School Mailing Address 4301 East Guadalupe Road, Gilbert, AZ 85234 (Location)  
140 South Gilbert Road (Mailing)  
(If address is P.O. Box, also include street address)

Gilbert AZ 85296-1016  
City State Zip Code+4 (9 digits total)

Tel. ( 480 ) 813-0051 Fax ( 480 ) 813-0258

Website/URL HTTP://hhs.gilbert.k12.az.us kjames@gilbert.k12.az.us E-mail  
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 February 10, 2004

Name of Superintendent\* Dr. Bradley K. Barrett  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Gilbert Public Schools Tel. (480)-497-3300

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. Sheldon R. Jones  
(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 \_\_\_\_\_

*\*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 of 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 2003-2004 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 1998.
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:
 

23	Elementary schools
0	Middle schools
5	Junior high schools
5	High schools
1	Other (Briefly explain) Alternative School for Grades 7-12
34	TOTAL
  
2. District Per Pupil Expenditure: \$4618.90  
 Average State Per Pupil Expenditure: \$5608.76

**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. 6 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students 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
<b>K</b>					<b>7</b>			
<b>1</b>					<b>8</b>			
<b>2</b>					<b>9</b>	330	289	619
<b>3</b>					<b>10</b>	300	302	602
<b>4</b>					<b>11</b>	274	300	574
<b>5</b>					<b>12</b>	255	262	517
<b>6</b>					Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>2312</b>

6. Racial/ethnic composition of the students in the school: 87\_\_\_\_% White  
 2\_\_\_\_% Black or African American  
 7\_\_\_\_% Hispanic or Latino  
 3\_\_\_\_% Asian/Pacific Islander  
 1\_\_\_\_% American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 8.7 %

(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.	70
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	136
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	206
(4)	Total number of students in the school as of October 1	2352
(5)	Subtotal in row (3) divided by total in row (4)	.0875
(6)	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: \_\_\_\_\_ %  
4 Total Number Limited English Proficient

Number of languages represented: 2  
 Specify languages: Students from Vietnam and Afghanistan

9. Students eligible for free/reduced-priced meals: 2 %  
46 Total Number Students Who Qualify

The District does not participate in this program at the high school level. There are not enough students that apply. The 2% is an estimate. The junior high that feeds us is 3.3% so I am estimating this many students coming to us.

10. Students receiving special education services:  $\frac{8}{189}$  %  
 Total Number of Students Served

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

0 ___ Autism	0 ___ Orthopedic Impairment
0 ___ Deafness	8 ___ Other Health Impaired
0 ___ Deaf-Blindness	132 ___ Specific Learning Disability
1 ___ Hearing Impairment	1 ___ Speech or Language Impairment
27 ___ Mental Retardation	2 ___ Traumatic Brain Injury
6 ___ Multiple Disabilities	0 ___ Visual Impairment Including Blindness
12 ___ Emotional Disability	

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)	4 _____	0 _____
Classroom teachers	125 _____	7 _____
Special resource teachers/specialists	9 _____	_____
Paraprofessionals	16 _____	_____
Support staff	58 _____	_____
Total number	212 _____	7 _____

12. Average school student-“classroom teacher” ratio: 21:1 \_\_\_\_\_

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96%</u>	<u>95%</u>	<u>93%</u>	<u>94%</u>	<u>94</u>
Daily teacher attendance	<u>97</u>	<u>96</u>	<u>95</u>	<u>96</u>	<u>94</u>
Teacher turnover rate	<u>7</u>	<u>20</u>	<u>20</u>	<u>33</u>	<u>16</u>
Student dropout rate	<u>3</u>	<u>4</u>	<u>4</u>	<u>5</u>	<u>7</u>
Student drop-off rate	8.7	9	7	7	3

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	662	_____
Enrolled in a 4-year college or university	35	_____%
Enrolled in a community college	36	_____%
Enrolled in vocational training	8	_____%
Found employment	7	_____%
Military service	2	_____%
Other (travel, staying home, etc.)	5	_____%
Unknown	7	_____%
<b>Total</b>		<u>100 %</u>

## **PART III - SUMMARY**

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Located southeast of Phoenix in Gilbert, AZ, Highland High School is a comprehensive 4-year public high school. We have approximately 2300 students with a 13% minority population. Emphasis is placed on student academic achievement through continued improvement of curriculum and staff development. The mission of HHS is to prepare students for the challenges of a changing world. Highland students, parents, and educators share responsibility for quality education and are committed to the success of all students. A positive and accepting environment is present to empower students to master the skills and knowledge necessary to be responsible members of society.

Highland High School is one of the premier schools in the State of Arizona. Our scores on the state mandated AIMS tests in reading and writing were the highest in the state. The math scores were the second highest in the state. We had a record number of students taking AP tests. Our ACT and SAT scores are well above the national and state averages.

The success of our athletic teams earned Highland the third place finish in the state among all schools based on the number of region championships and place winners in state tournaments. Our girls basketball team won the 5A State Championship last year. The boys track team finished second in the state.

Our musicians excel in everything they do. The orchestra was selected to perform at Carnegie Hall in New York. The choir was selected to sing in Chicago at a national conference. Our band has been selected to play at the Macy's Thanksgiving Day Parade in New York, November 2004. Highland High has four teachers who recently achieved National Board Certification. Four other teachers are in the process of earning that certification.

Community service is important to the students at HHS. Fifty plus clubs offer our students many opportunities for involvement. During first semester of this year, our students donated over 14,000 hours of service to others.

As a school, Highland High School masters academic achievement and prepares students to be positive contributors to society. We believe students are our future and as stated in our mission statement, "The Future's Here!"

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### IV - 1

To enhance student improvement and school performance, local criterion-referenced tests, the Stanford Achievement test and performance assessments are used throughout the school year.

The state mandated assessments used in reading, writing and mathematics are the Arizona Instrument to Measure Standards (AIMS). These assessments are used by the state to determine the success of schools. With the results of AIMS, we are able to compare Highland High School to other schools around the state. In addition, our teachers use these results to make adjustments in their curriculum to enhance student performance.

The AIMS tests are given to sophomores during the spring semester. All students need to pass these three AIMS tests to be eligible to graduate from high school. If students do not pass during the spring of their sophomore year, they must retake the tests they did not pass during each of the following semesters until they have passed all three tests. Highland High School has been very successful with the AIMS tests. This past year, in reading and writing, we attained the highest score in the state for comprehensive high schools. We had the second highest in math.

For the writing portion of the test, 96% of our sophomore students passed the test. The second place school scored 91%.

In reading, 92% of our 542 students passed the test. Within the 92% of the passing students, 20% of them exceeded standards – not just met the standards. The remaining 44 students will need to pass the reading portion of AIMS to graduate.

The third test, math, we scored the second highest percentage in the state with 78% of our sophomore students passing the test. The highest score in the state was 80%. We had more students exceed standards (43%) than just meeting the standards (35%). This percentage of students exceeding was the highest in the state.

In reading and math, the students who did not pass will have four more opportunities to reach the “meets standards” category. These students will receive extra tutoring to ensure their success on the AIMS tests.

As mentioned above, all students need to pass the three AIMS tests to be eligible for graduation.

### IV - 2

The school staff and administrators routinely review test data disaggregated by gender and race to identify curriculum gaps and modify instructional practices.

The English and math department heads review the test results to see what standards were passed and which ones need additional emphasis. The department heads also review results from each teacher’s students to monitor the success of individual teachers.

The teachers in the departments collaborate to ensure each is aligned with the performance objectives. Teaching strategies and ideas are discussed to determine what will work best for all students. Teachers make adjustments to their lessons based on needs and student performance. After reviewing test data, additional classes and tutoring opportunities are created to assist students. The needs of students are addressed and corrected.

#### IV - 3

Communication to parents is an important part of the process at Highland High School. Student progress reports are sent home every 4.5 weeks providing information to parents about their child's achievement. Students and parents receive detailed test results from AIMS tests and the Stanford Achievement Test. The teachers in math and English engage students in a variety of self-assessment activities to discuss their results and identify areas for improvement. Parents of students that have not passed the AIMS test are notified and a plan is developed to ensure the success of their student.

Highland High School sends out newsletters every six weeks. Student performance and school-wide assessment data is included in these newsletters.

During freshman orientation in the spring, we inform parents of the variety of tests given, what the testing data means and how to read the data.

The local newspapers publish school data and make comparisons from school to school and district to district. We use our marquee to advertise our success on the AIMS tests.

#### IV – 4

Highland High School is proud of its successes and is always willing to share teaching techniques with other schools. Our department heads have articulation meetings on a bi-monthly basis to share strategies with other schools within the district.

Administrators and staff from English and math departments from other schools/districts have visited us to discuss our methods and practices.

Several of our department heads, including math and English, have led district-wide in-service meetings to share their best practices.

Our assistant principal was selected to participate on a state-wide solutions team. This team assists under-performing schools in developing an Arizona school improvement plan. The assistant principal is also the lead on a district-wide committee to set policy for criteria for honors level classes.

The Highland principal led a session at a professional conference for new administrators regarding successful strategies for new teachers.

## PART V – CURRICULUM AND INSTRUCTION

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V-1

Highland High School's curriculum is monitored, evaluated, and revised annually based on multiple factors (e.g., local curriculum, state standards, national standards, student performance on a state assessment and student academic needs based on teacher evaluation.) Course offerings are sufficient for all students to have the opportunity to learn and are aligned to instructional objectives and the Arizona Academic Standards. Teachers consistently use formative assessment data to determine the correct level of difficulty for individual or group instruction and consistently demonstrate differentiation of instruction. In all academic areas, students are actively engaged and are given the opportunity to connect and apply their learning to real-life experiences.

\* Highland High School's English curriculum focuses on engaging students with significant content based on high standards. English courses focus on development of vocabulary, literary analysis, critical reading, writing skills and logical thinking. The English Department offers 18 sections of Advanced Placement classes and five sections of dual credit.

\* In Social Studies, students learn how the civilized world developed. Major historical events that shaped world cultures including various government and economic systems, ethical and religious beliefs, and major geographical features are critically discussed. Nine sections of Advanced Placement classes are offered and three sections of dual credit.

\* Fine Arts classes encourage creativity and innovation in student work by promoting diverse ideas and techniques. Students have the opportunity to experience instructional units in clay, photography, drawing, commercial design and painting. The performing arts at Highland are ranked at the top. We offer Advanced Placement art as well as a dual credit art class.

\* The Science Department uses a hands-on multi-disciplinary approach to investigating science in order to develop students' analytical skills, critical thinking, and problem solving techniques. Emphasis is placed on inquiry and hypothetical-deductive based laboratories in which the student is an active participant in the formation of the lab itself, application of the scientific principles involved and the preparation of lab reports. The Science Department offers six sections of AP courses and one dual credit course.

\* Students in math investigate concepts of measurement, geometry, data analysis, algebra patterns and analytic reasoning with an emphasis on communication, problem solving, and application through the use of technology. Five sections of Advanced Placement are offered along with 17 sections of dual credit courses.

\* Students in Highland's Modern Language Department learn the skills necessary to gain an initial background in the language. Major topics are speaking, oral comprehension, reading, writing, grammar and spelling. Students will also study social customs, the historical background of the language and the music of the language for which they are studying. Seven sections of Advanced Placement are offered as well as six sections of dual credit.

## V-2

Highland's English Department has the expectation that all students are given the opportunity to achieve success in the areas of critical reading and effective writing: it is the emphasis of all classes. To foster this growth and establish cohesiveness as a group of 22, they unify both horizontally and vertically within their department. All grade level (including 9-12 and honors/Advanced Placement) teachers meet monthly to articulate curriculum to both district and state standards. At least once a semester, they meet for vertical dialogue. This communication has proven valuable, as essentially they are able to "stay on the same page" and discover through testing areas that need improvement. They implement numerous strategies to help students who struggle or lag behind not just in reading, but in writing as well. First, the concept of reading and writing is shared campus-wide as it is a concept taught and administered in all disciplines. Our entire faculty has been in-serviced by the English Department regarding both reading and writing techniques; we have even established a school-wide rubric to be used for grading all writing across every discipline. At Highland, students know what to expect. Also, we have inclusive teachers in most of our English classes to support those with special needs. It is our commitment to help any student who has struggled to pass the state AIMS exam in either reading or writing by offering a course for each to strengthen those skills. At Highland, we are privileged to have an overall gifted population of students, but that is not a reason to stop pushing beyond what they can achieve: success has no limits and it is our goal to have all our students pass state exams and be prepared for the next arena of their life.

## V-3

Highland High School's math program follows the National and Arizona State standards. Because of high failure and attrition rates during the freshman year of algebra, we introduce more real life applications. This makes sense to students and delays some of the more difficult abstract concepts in algebra until the students become more mature mathematically.

We have found that our failure rate throughout all our courses has dropped dramatically. We have kept more students enrolled in mathematics for a longer period of time which is evident by a 450% increase within a 6-year timeframe in upper level math classes. We have increased participation in AP calculus by over 200% within the same period of time and sustained an AP average well above the national average.

We have programs for students struggling with math concepts. These students are identified and placed in classes where there is an inclusion teacher. Having two teachers in the room gives the students more opportunities for one-on-one instruction. A quiet room is available for students who are easily distracted and free tutoring is available every Saturday.

For the first two years, we had the highest passing rate on the AIMS test (State mandate exam). This past year, we had the 2<sup>nd</sup> highest passing rate with 79% of our sophomores passing the exam. Even what is more impressive is that while our total passing rate has increased dramatically in the last three years, our exceeding the standards has increased from 2% of the total sophomores to 43% this past year.

## V-4

Our faculty uses a variety of effective methods to improve diversity within our student learning. At the beginning of the semester, teachers administer a pre-test to identify a student's baseline knowledge. Teachers work closely within their departments to create and adjust curriculum addressing a variety of learning styles (multiple intelligences). This curriculum also incorporates state and district standards. They actively encourage learning through critical thinking techniques, cooperative learning activities, and Socratic questioning. Across the curriculum, students experience various hands-on projects, journal writing, brainstorming, team projects, debates, demonstrations, simulations, role-playing, and computer-based practice to enhance learning. Students and teachers receive Internet training in order to access the

vast technological resources. Highland High School has four computer labs, and at least one computer that is accessible to students in every classroom. Students research a topic and then create a visual presentation using Excel, Publisher, and/or Power Point. The BEST practices methods such as SSR, Sq3r, and 6-trait writing rubric are used in all grade levels to improve student reading and writing skills. Teachers utilize reading and writing activities, and interventions that support the North Central Accreditation site goal of improving writing and reading scores.

Evidence of success is tracked through students' scores in the district Criteria Reference Exams, post-tests, SAT 9 and the state mandated AIMS tests. The library is accessible to students before school, during lunch hour, and after school. Students needing additional instruction benefit from peer tutoring, before/after school tutoring, the learning lab for special education students and weekend tutoring sessions.

V-5

The school's professional development program begins with the support of the Gilbert Public School District. The district requires teachers new to the profession to attend monthly meetings called the BEST program. The BEST program's instructor/mentor provides valuable educational lessons and observes the teacher in the classroom. First year teachers are also assigned a "mentor" teacher from their campus. The school mentor and teacher meet to discuss classroom management, discipline, stress, curriculum, assessments, and day-to-day questions. The mentor also observes the teacher in the classroom. Within three years, teachers new to the district must attend 45 clock hours of professional development workshops or classes relative to the teacher's subject area. All new teachers to Highland attend monthly "New Teacher" meetings, utilizing experienced teachers as guest speakers. The meetings cover policies, procedures, curriculum, student assessments, examples of lessons using different learning techniques, and technology training.

In addition, new teachers must observe another teacher in a classroom setting. Annually, the district school calendar schedules five "collegial days" throughout the school year for professional training or workshops. Students attend a half-day of school and the teacher completes the professional day by attending professional workshops or classes. Professional development classes are offered throughout the school year including the summer. Teachers and staff within the district teach many of these classes. This year, all HHS teachers attended two writing methods workshops. The teachers completed a written project and practiced using a rubric to grade short answer, essay, and research projects. To meet a school-wide goal, all teachers will complete a minimum of 15 hours of training during the school year relative to improving writing skills. Teachers are strongly encouraged to attend professional conferences and share information throughout the school campus as well as district-wide.

# PART VI - PRIVATE SCHOOL ADDENDUM

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## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Grade: **10** (only grade tested)

Test Arizona's Instrument to Measure Standards for Math and Reading

Edition/publication year 2003 Publisher: **Harcourt, Inc.**

Number of students in the grade in which the test was administered 554

What groups were excluded from testing? Why, and how were they assessed?  
 No exclusions – none were exempt.

### Reading

	2002/03	2001/02	2000-01	1999/2000	
<b>SCHOOL SCORES</b>					
At or Above - % Falls Far Below	100	100	100	100	
At or Above - % Approaches Standards	99	99	99	98	
At or Above - % Meets Standards	91	91	89	91	
At or Above - % Exceeds Standards	21	31	27	38	
Number of students tested	542	590	661	476	
Percent of total students tested	98%	98%	97%	98%	
<b>SUBGROUP SCORES</b>					
<b>Asian Reading</b>					
At or Above - % Falls Far Below	100	100			
At or Above - % Approaches Standards	100	100			
At or Above - % Meets Standards	100	91			
At or Above - % Exceeds Standards	20	18			
Number of students tested	20	11			
<b>Hispanic Reading</b>					
At or Above - % Falls Far Below	100	100			
At or Above - % Approaches Standards	98	92			
At or Above - % Meets Standards	83	80			
At or Above - % Exceeds Standards	14	18			
Number of students tested	41	50			
<b>STATE SCORES</b>					
At or Above - % Falls Far Below	100	100	100		
At or Above - % Approaches Standards	82	85	89		
At or Above - % Meets Standards	59	62	67		
At or Above - % Exceeds Standards	10	14	15		

## Math

<b>SCHOOL SCORES</b>	<b>2002/03</b>	<b>2001/02</b>	<b>2000-01</b>	<b>1999/2000</b>	
At or Above - % Falls Far Below	100	100	100		
At or Above - % Approaches Standards	90	90	85		
At or Above - % Meets Standards	79	74	66		
At or Above - % Exceeds Standards	44	38	28		
Number of students tested	546	637	662		
Percent of total students tested	99	98	98		
<b>SUBGROUPS</b>					
<b>Asian Math</b>					
At or Above - % Falls Far Below	100	100			
At or Above - % Approaches Standards	95	91			
At or Above - % Meets Standards	90	91			
At or Above - % Exceeds Standards	65	73			
Number of students tested	20	11			
<b>Hispanic Math</b>					
At or Above - % Falls Far Below	100	100			
At or Above - % Approaches Standards	87	77			
At or Above - % Meets Standards	78	52			
At or Above - % Exceeds Standards	30	19			
Number of students tested	70	52			
<b>STATE SCORES</b>					
At or Above - % Falls Far Below	100	100	100		
At or Above - % Approaches Standards	52	52	50		
At or Above - % Meets Standards	36	32	31		
At or Above - % Exceeds Standards	14	10	10		

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Grade 9 (only grade tested)

Test: **Stanford 9**

Edition/publication year 1996 Publisher: **Harcourt, Inc.**

Number of students in the grade in which the test was administered 554

Number of students who took the test 548

What groups were excluded from testing? Why, and how were they assessed?

No exclusions – none were exempt.

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

**Reading**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
<b>SCHOOL SCORES</b>					
Total Score	<u>54</u>	55	58		
Number of students tested	548	707	609		
Percent of total students tested	99	98			
Number of students excluded					
Percent of students excluded					
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	52.5	52.7	54.1		
<b>NATIONAL STANDARD DEVIATION</b>					

**DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Grade 9 (only grade tested)

Test: **Stanford 9**

Edition/publication year 1996 Publisher: **Harcourt, Inc.**

Number of students in the grade in which the test was administered 554

Number of students who took the test 548

What groups were excluded from testing? Why, and how were they assessed?

No exclusions – none were exempt.

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

**Math**

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
<b>SCHOOL SCORES</b>					
Total Score	<u>81</u>	80	78		
Number of students tested	548	721	610		
Percent of total students tested	99	99			
Number of students excluded					
Percent of students excluded					
<b>SUBGROUP SCORES</b>					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>	68.4	67.6	66.6		
<b>NATIONAL STANDARD DEVIATION</b>					