

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

Name of Principal Mr. Brad Best

Official School Name Creighton High School

School Mailing Address 1609 Redick Avenue, P.O. Box 10

Creighton Nebraska 68729-0010
City State Zip Code+4 (9 digits total)

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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 2/6/2004

Name of Superintendent* Mr. Fred Boelter

District Name Creighton Community School Tel. (402) 358-3663

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 2/6/2004

Name of School Board
President/Chairperson Mrs. Cathy Laflan

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 2/6/2004

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.

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: _____ Elementary schools
 _____ Middle schools
 1 Junior high schools
 1 High schools
 _____ Other (Briefly explain)
- 2 TOTAL Note: We are a 7-12 facility.
2. District Per Pupil Expenditure: \$6,171.97
 Average State Per Pupil Expenditure: \$7,126.73

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. 11 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
K				7	20	26	46
1				8	24	15	39
2				9	24	28	52
3				10	24	18	42
4				11	24	18	42
5				12	23	22	45
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							266

6. Racial/ethnic composition of the students in the school: 97 % White
0 % Black or African American
0.75 % Hispanic or Latino
1.5 % Asian/Pacific Islander
0.75 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4.13 %

(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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	266
(5)	Subtotal in row (3) divided by total in row (4)	0.0413
(6)	Amount in row (5) multiplied by 100	4.13

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 41 %
109 Total Number Students Who Qualify

If this method does not produce 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: 9 %
24 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> 0 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 7 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 0 </u> Speech or Language Impairment
<u> 9 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 2 </u> Multiple Disabilities	<u> 0 </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> 15 </u>	<u> 7 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 4 </u>	<u> </u>
Total number	<u> 25 </u>	<u> 7 </u>

12. Average school student-“classroom teacher” ratio: 12.97

13. Show the attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.14%	98.80%	97.45%	97.78%	98.11%
Daily teacher attendance	94.50%	94.30%	93.44%	95.24%	95.64%
Teacher turnover rate	0%	0%	5%	0%	0%
Student dropout rate	0.38%	0.37%	0%	0.79%	0%
Student drop-off rate	16.3%	9.3%	15.0%	0%	0%

Note: The disparity between the dropout rate and the drop-off rate is due to a small number of families with several children who moved out of the area. The numbers of students optioning in to the district is comparable to the number optioning out of the district.

14. Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>44</u>
Enrolled in a 4-year college or university	<u>43</u> %
Enrolled in a community college	<u>39</u> %
Enrolled in vocational training	<u>9</u> %
Found employment	<u>7</u> %
Military service	<u>2</u> %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	<u>100</u> %

PART III - SUMMARY

Creighton High School is located in rural Northeast Nebraska and serves as a 7-12 public school facility serving 269 students. We are fortunate to be able to offer a wide variety of curricular and extra-curricular offerings in a safe, clean and respectful learning environment. While our district is composed of students from a wide range of economic backgrounds, with a poverty rating that averages well over 40%, our students show outstanding achievement on local, state and national assessments. On average, over 75% of our students score above the national average in standardized reading tests, 85% of students score above the national averages in mathematics and over 75% of our students meet or exceed the state standards in writing, which is also above state averages.

The mission of the Creighton Community Public Schools through the cooperative efforts of home and community is to challenge and prepare all students for their future in a changing society. We feel that in order to prepare our students according to our mission, we need to have a focused effort in the areas of reading, writing, communications, technology and building a sense of honor among our students. As society and employment become more global, we need to insure that our students can excel in reading, writing and presenting themselves with pride in any setting.

We maintain enviable teacher to student ratios, high expectations and an environment of honor, pride and trust. We have a daily attendance rate of 97%, a graduation rate of 98% and state and national scores that have risen well above state and national averages. Even with a high poverty rating, 90% of our students continue their education beyond the high school level. We are very aggressive in securing scholarships and financial support for those students wishing to continue their education. The other 10% of our students enter the workforce, join the military or return to the family farm to aid in its success.

The school serves as a focal point of our small community. Our teachers live in the community and have strong personal and working relationships with the students and their parents in the classroom, within the community and through our extensive extra-curricular programs. This interaction builds a sense of trust between the school and community and develops a cooperative effort in supporting our students. Parental support is outstanding, enabling us to provide a cooperative effort in educating our children.

Our teachers have an average of more than 15 years of teaching experience. This experience and strong community support enhance the communication process and enable us to maintain consistent efforts toward providing a quality education for our students. We promote academic excellence, high expectations, responsibility, and pride. Frequent discussions are held on how to “raise the bar” for our students in order to provide them with challenging coursework and still provide the “safety net” for those who need support. The sense of pride in academic achievement is pervasive and serves as a catalyst for challenging curriculum and solid performances on assessments.

Over 90% of our students in grades 7-12 participate in at least one type of extra-curricular activity. Our sponsors and coaches have joined together in emphasizing that academics come before activities. They have supported a policy in which students who are failing must take advantage of the extra help provided and raise their grades before they are allowed to compete in any extra-curricular competition. Student progress is monitored daily and the parents of those students in danger of failing are contacted at least on a weekly basis.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment Results

In past years, national norm referenced assessments were issued to students and the results were reported to the state department of education, the parents and the students. The results of these examinations are evaluated by the administration and staff in order to identify general areas of successes and needs for improvement. In 2001, the Nebraska Department of Education adopted a standards based component of the assessment package. We assess students and evaluate the results on the Nebraska standards in addition to the usual national norm-referenced exams.

At Creighton High School, we have adopted the state standards in language arts and mathematics. Initially, we reviewed our curriculums to identify what changes may be necessary to better prepare our students based on these standards. Once these adaptations were made in the curriculums, assessments were written and subjected to external review for content, rigor and bias. Using these assessments, the students' results are analyzed for test validity and reliability using the modified borderline group method and KR21 statistical calculations. Each assessment was analyzed and cut scores were also established enabling us to accurately group students in to one of four groups for each standard.

On state standards assessments, student performance is categorized in to one of four groupings: Advanced, Proficient, Progressing and Beginning. For the locally analyzed criterion referenced tests, students are placed in one of these categories based upon the statistical analysis of cut scores. Our national exams also provide results based on questions that match the Nebraska standards. For the national exams, we feel that students performing below the 50th percentile have not mastered the material. Those that perform between the 50th and 75th percentile are considered "progressing" and those above the 75th percentile nationally are considered "advanced" on these standards. Fewer than 5 students, most of whom are classified as severe and profoundly handicapped, do not participate in the state and national assessments, but are assessed on a daily basis according to their developmental needs.

The combination of local, state and national assessments gives us a good snapshot of our student's progress each year. The administration and teachers reflect on the results and look for ways to continually improve our curriculum and teaching methods. When the results of the assessments are placed on a graph, the trend-line shows us that our students are making wonderful progress from year to year. Even with 40% to 50% of our students qualifying for free and reduced lunches, they have scored well above state and national averages and continue to show improvement.

2. Using Assessment Data

Assessment data from national, state and local assessments are assembled and graphically represented by the administration. The results are disaggregated by grade, subject, by course preparation and on occasion by lunch status and gender. The faculty and administration review the results of the assessments, concentrating on areas of success and those that need improvement. Individual student results are also reviewed to identify any specific methods used with those students that may be utilized with others. Individual student results are also used to identify those who may be in need of additional services such as Title 1 or special education services.

Once areas of concern are identified, discussions are held to formulate changes in curriculum, course offerings, and teaching techniques. Specific changes have been made in curriculums throughout the building in order to better prepare students for mastery of the state standards and success on the exams. Each instructor has organized their curriculums in 3-ring binders in order to easily make adjustments and identify lessons directly tied to state standards. In addition to classroom level adjustments, teachers participate in local inservices and area workshops based upon those needs identified from analysis of the assessment data.

3. Communicating Assessment Data

Summary reports of individual student performance are provided to each child and his/her parents. Parents and students are encouraged to review the results and contact the school counselor, teachers or the administration to discuss any concerns. Scores are also reviewed with students through the high school counselor's office. Parents have the opportunity to discuss their child's progress or achievement scores at our parent/teacher conferences held each fall. Our student records management system enables students and parents to continually monitor progress in their coursework via the internet. This secure connection provides real time access to results on every assignment, historical records and period attendance.

Overall school results are published in our local newspaper, activities calendar, and in mailings to our local patrons. They are discussed with the Board of Education in hopes of receiving important feedback. Summary data is published on the Nebraska State Department of Education website for anyone to examine, along with the data from all other districts in the state. Surveys are mailed to graduates asking for their input as to how we might improve the high school experience by modifying course offerings and teaching styles.

General performance of the student body is communicated through articles in our local newsletter and publication of our performance and quarterly honor roll photos in our local newspaper. Academic honors are also promoted through displays in our main hallways, through academic competitions, and during an annual honors night assembly to which the general public is invited.

4. Sharing Successes

As a rural school district, networking between schools is vital to our success and survival. The high school principal has consulted with other districts in the areas of school improvement, promoting scholarship, technology integration, curriculum development and assessment procedures related to state standards. Monthly meetings are conducted with conference school administrators and regional, state, and national meetings are attended several times per year. The administration looks forward to the opportunity to share our success with any interested parties with a goal of helping young people become successful.

The Creighton Community Schools supports teachers in attending local and regional conferences and would be most willing to make the staff available for presentations to other districts. The teaching staff has a wealth of experience and is very willing to collaborate with others in order to aide in instruction and assessment.

Additional methods of sharing information would include publications distributed via our local newsletter, area newspapers, our school website and professional articles submitted for periodical publication. While we are not in a highly populated area, we have a two-way fiber optic distance learning facility on site and would be more than happy to conduct presentations or consultations to other sites using this technology.

PART V – CURRICULUM AND INSTRUCTION

1. The School's Curriculum

The mission of Creighton Community Schools is to “challenge and prepare all students for their future in a changing society”. Specific goals within this mission include the improvement of reading and writing skills in all curriculum areas, improving communications skills and the integration of technology. Teachers focus on reading and writing skills throughout their curriculums as part of a school-wide effort. The integration of technology, through the use of laptop word processors and a mobile and wireless computer lab enhance instruction and provide students with additional communication skills. Guest speakers, field trips, job shadowing, and a 20-clock hour community service requirement for students aid in relating learned material to practical situations.

Creighton High School's curriculum includes solid offerings in the core subjects and a wide variety of elective coursework. Core subject offerings include a variety of classes in English, mathematics, social studies and the natural sciences. Offerings in art, Spanish, Family and Consumer Sciences, physical education, social sciences, business, agriculture, drama, music and technology provide a well-rounded education for all of our students.

In the area of mathematics, the curriculum is structured to provide intense instruction related to state and national standards. The main tenant of our mathematics curriculum focuses on a “spiraling” technique, which consistently draws learned knowledge into each consecutive unit. Hands-on techniques and the integration of technology are integral to the math curriculum. Students may earn college level credit in trigonometry and calculus, the latter being offered to other districts via our distance learning facility.

Our focus in language arts is primarily on improving communications and reading and writing skills. Students experience a mix of language mechanics, novels, group discussions and various forms of writing. Each student is evaluated for their reading level and adaptations are made accordingly. All students are instructed in speech making and communication skills at the junior high and high school level.

Science instruction utilizes hands-on instruction and the application of the scientific method at all levels. Reading and writing are emphasized with the completion of laboratory notebooks and analysis of science related articles. We are currently in the process of adapting our instruction in the sciences to reflect the recently adopted state standards. Our social science instructors spend considerable time making historical events relevant to the student's lives, enabling our students to better relate historical events to their everyday experiences.

Art coursework includes study of the artistic masters, historical influences on artistry and working with many types of mediums. Specific classes range from exploratory artwork in the junior high to ceramics, 3-D art, innovative mediums and classical techniques in the upper grade levels. Foreign language instruction also begins in 7th grade as an exploratory class, exposing our younger students to the Spanish language and multicultural studies. We offer 4 years of Spanish instruction at the high school level. Students learn to speak and write the language and spend time studying Spanish speaking cultures.

Other elective course offerings include family and consumer sciences, business education, computer applications, instrumental and vocal music, and agricultural classes that are timely and practical for our rural setting.

2. English Language Curriculum

All students are required to earn a passing grade in all 8 semesters of English during their high school career. We believe that being able to recognize, read and understand good literature aids in a student's ability to become a better reader and writer. While reading and writing skills are emphasized in all curricular areas in parallel with our mission, the majority of this focus is within the English language curriculum. The emphasis on reading and writing skills revolves around the integration of Nebraska state standards. Student assessment results are analyzed and curriculum and teaching methods are adjusted to improve instruction and learning.

Students read and study a variety of American and British drama, fiction, and nonfiction. The reading instruction includes intensive discussions of each work in order to analyze what is read, and to improve vocabulary and reading comprehension. Multiple methods are used during this discussion including written responses, audio, video and various technological applications. A reading comprehension program, Accelerated Reader, has been implemented in the 7th and 8th grade reading exploratory classes. Our goal is to improve students' reading abilities and to identify, in grade 7, those students reading below grade level and help them become as successful as possible. Students who are found to be reading below grade level are discussed with the Title 1 teachers for advice, additional assistance, assignment modifications and remediation. Nearly 80% of our students read at a level above state averages each year.

Writing instruction utilizes the Six Traits method, which focuses on improving a student's use of ideas, organization, voice, word choice, sentence fluency, and proper conventions. All students are assessed on paragraph and essay writing assignments, the results of which are discussed with each student. Junior high students spend time experimenting with different forms of writing, such as creative writing. In addition, students in the 11th grade write opinion essays based on research for publication in the local newspaper and 12th grade students are required to complete a research paper according to specific guidelines.

In conjunction with our mission of improving communication skills, students are exposed to public speaking in the junior high and are required to complete one semester of speech at the sophomore level. Our speech and drama teams are very active and continue to build on a strong tradition.

3. Other Curriculum Related to Mission

One of the leading catalysts for societal change has been the development and new applications of technology. The integration of technology throughout the building has certainly contributed to providing essential skills and knowledge in line with our school's mission to "prepare all students for their future in a changing society." Over the last 10 years, we have made a commitment to providing our teachers and students with access to technology and have trained our staff on how best to utilize these advancements in their classrooms.

Each classroom is wired for high-speed internet access. This provides teachers and students the ability to communicate with one another, parents, students, and the entire world. They are able to locate and retrieve real-time information for any lesson. Through the fortunate securing of a grant, we have been able to establish a two-way fiber optic distance learning facility within our school. This room enables students to enroll in courses that we cannot currently offer with our present staff, gives them the opportunity to earn college credits while staying in town, and offers the opportunity to interact with other students and instructors from across the state.

The computer education and business classes utilize technology on a daily basis. Students are taught keyboarding skills, computer applications, digital media and business applications with the use of technology. These courses focus on developing student skills and knowledge in the area of communication and productivity in a rapidly changing workforce and society.

Because this coursework utilizes our computer lab, we campaigned for and received funding from our local community for a mobile, wireless computer lab. This lab consists of a classroom set of wireless laptop computers that may be utilized in any classroom. Students may use the laptops for writing exercises, the conducting of research, accessing cd-rom based information, utilizing productivity software, and aiding in student presentations. This access to technology has enabled our students to gain the skills necessary to be successful in our technology-laden society and to provide another avenue for sharpening communication skills.

The technology resources have also allowed us to improve our reading and writing skills through the Accelerated Reader program and by making writing more enjoyable. The availability of information seems endless, but students are taught to make rational decisions as to the importance and validity of these resources. This along with the ease of editing, the novelty aspect of computers and the facilitated gathering of research has stimulated our students to be more excited about their writing while becoming more comfortable with technology.

4. Instructional Methods

Students at Creighton High School are exposed to a wide variety of instructional methods. We understand that all children learn in different ways and by varying the instruction, we have a better opportunity to engage all students. Some of the various teaching methods used in the classroom include the incorporation of cooperative learning, “hands-on” learning activities, student directed learning, laboratory activities, research, student projects and presentations, focused writing across the curriculum, guest speakers, cross curriculum activities, team teaching, and the use of other researched based methods. Instructional focus is placed on the recall of important facts, analysis of information, and the synthesis of new ideas. We emphasize information relevant to today’s society, developing writing skills, and information needed to perform well on state and national assessments.

The staff has also been trained in the researched based instructional strategies of A.P.L. Techniques include successful components of many well known instructional methods, such as meaningful and positive communication, productive time on task management, improved planning and organization, consistent and positive classroom management, and the application of proven classroom instructional techniques and skills.

We also feel that an integral part of the learning process is to increase student confidence by promoting pride in excellence and through opportunities for the interaction of students in settings outside the normal classroom. We offer a challenging array of courses in which students may earn college credit, utilize our distance learning facility, take field trips, participate in work related activities and job shadowing.

Students are consistently reminded and encouraged to “do their best” and take pride in their accomplishments. In cooperation with community businesses, we have a comprehensive recognition program that recognizes student achievement on a frequent basis throughout the year. One of our school slogans is to “Show the Class that is C.H.S.,” which promotes positive contributions to the school environment and sets an example for our young people to take pride in being successful, modest, cooperative, and helpful to others.

5. Professional Development

Professional development is considered to be a key component in the improvement of instruction and the maintaining of an environment conducive to learning. Teachers are provided with two professional leave days each year and are encouraged to attend workshops specific to their curricular area or those that aid in the promotion of our mission. Two full contract days, 7 additional days in which students are dismissed early and various after-school staff development activities are held each year.

The state of Nebraska uses a rubric based upon the 6-traits model to assess students' skills in writing. All staff members were trained in the 6-traits writing method and a number of follow-up days were held in order to sharpen our skills with this technique. Specific development activities have also included A.P.L. training, which focuses on using research-based instruction techniques in the classroom. Many other after school activities have been held over the last 10 years developing teaching techniques to integrate technology in to the classroom. As teachers become more comfortable using technology, it becomes a seamless tool in their teaching repertoire.

Additional meetings and training sessions have been conducted on and off-site related to the writing and evaluation of assessments. Teachers have received professional development in analyzing their curriculum for standards content, creating valid and reliable assessments and the statistical calculations necessary to complete the evaluation process. School improvement training has taken place at regular intervals over the last 10 years in order to bring all staff together for a common goal related to our mission.

PART VII - ASSESSMENT RESULTS

2002-2003 Nebraska State Reading Standards

Percentage of Students Meeting or Exceeding State Standards

Grade 8

	District	State
Percentage of students assessed	99%	97.5%
Percentage of all students meeting or exceeding state standards	80.2%	76.8%
Percentage of free/reduced students meeting or exceeding state standards	69.2%	66.8%

Grade 11

	District	State
Percentage of students assessed	100%	95%
Percentage of all students meeting or exceeding state standards	88%	77.2%
Percentage of free/reduced students meeting or exceeding state standards	86%	60%

2001-2002 Nebraska State Mathematics Standards

Percentage of Students Meeting or Exceeding State Standards

Grade 8

	District	State
Percentage of students assessed	98%	97.2%
Percentage of all students meeting or exceeding state standards	95.7%	72.3%
Percentage of free/reduced students meeting or exceeding state standards	93.4%	59.5%

Grade 11

	District	State
Percentage of students assessed	99.0%	94.2%
Percentage of all students meeting or exceeding state standards	94.6%	71.0%
Percentage of free/reduced students meeting or exceeding state standards	93.8%	47.7%

The district assessed student performance on state standards according to the district assessment plan. Independent reviewers evaluated the assessment plan/process for quality and rigor. The district assessments were rated by the Nebraska Department of Education as exemplary at both the 8th and 11th grade levels. Cut scores were statistically calculated for each standard and students were placed at a specific performance level based on these scores. Students performing at the advanced and proficient levels are considered by the state to have met or exceeded the state standards.

Assessment Results Referenced Against National Norms

Grade: 7

Test: Reading

Edition/Publication Year: 1989/1997

Scores Reported as: National Percentiles

Publisher: CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)

Excluded groups: No groups were excluded from testing. All students who were capable of testing were assessed with their class.

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing Month	April	April	April	April	April
School Scores					
Total Score	61.55	64.44	55.38	62.31	54.80
Number of students tested	45	36	50	35	40
Percent of total students tested	98	97	100	95	100
Number of students excluded	1	1	0	2	0
Percent of students excluded	2	3	0	5	0
Subgroup Scores					
1. Free/Reduced	59.55	52.92	50.88	65.17	56.43

Grade: 8

Test: Reading

Edition/Publication Year: 1989/1997

Scores Reported as: National Percentiles

Publisher: CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)

Excluded groups: No groups were excluded from testing. All students who were capable of testing were assessed with their class.

	2002-03	2001-02	2000-01	1999-00	1998-99
Testing Month	April	April	April	April	April
School Scores					
Total Score	64.73	55.1	63.11	62.38	60.61
Number of students tested	37	50	36	40	46
Percent of total students tested	97	100	95	100	98
Number of students excluded	1	0	2	0	1
Percent of students excluded	3	0	5	0	2
Subgroup Scores					
1. Free/Reduced	47.25	52.43	64.68	62.80	54.20

Grade: 9**Test: Reading****Edition/Publication Year:** 1989/1997**Scores Reported as:** National Percentiles**Publisher:** CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)**Excluded groups:** No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April	1999-00 April	1998-99 April
School Scores					
Total Score	56.55	68.13	59.05	56.91	56.17
Number of students tested	51	38	40	44	41
Percent of total students tested	100	95	98	98	100
Number of students excluded	0	2	1	1	0
Percent of students excluded	0	5	2	2	0
Subgroup Scores					
1. Free/Reduced	49.80	69.80	53.27	50.73	55.57

Grade: 10**Test: Reading****Edition/Publication Year:** 1989/1997**Scores Reported as:** National Percentiles**Publisher:** CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)**Excluded groups:** No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April
School Scores			
Total Score	71.80	65.03	68.70
Number of students tested	39	38	44
Percent of total students tested	95	97	98
Number of students excluded	2	1	1
Percent of students excluded	5	3	2
Subgroup Scores			
1. Free/Reduced	67.43	58.73	60.40

Grade: 11

Test: Reading

Edition/Publication Year: 1989/1997

Scores Reported as: National Percentiles

Publisher: CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)

Excluded groups: No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April
School Scores			
Total Score	61.82	61.55	61.45
Number of students tested	38	44	38
Percent of total students tested	97	98	100
Number of students excluded	1	1	0
Percent of students excluded	3	2	0
Subgroup Scores			
1. Free/Reduced	55.50	54.73	59.69

Grade: 7

Test: Mathematics

Edition/Publication Year: 1989/1997

Scores Reported as: National Percentiles

Publisher: CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)

Excluded groups: No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April	1999-00 April	1998-99 April
School Scores					
Total Score	64.73	73.69	57.54	73.49	64.88
Number of students tested	45	36	50	35	40
Percent of total students tested	98	97	100	95	100
Number of students excluded	1	1	0	2	0
Percent of students excluded	2	3	0	5	0
Subgroup Scores					
1. Free/Reduced	59.72	61.50	55.42	75.22	60.29

Grade: 8

Test: Mathematics

Edition/Publication Year: 1989/1997

Scores Reported as: National Percentiles

Publisher: CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)

Excluded groups: No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April	1999-00 April	1998-99 April
School Scores					
Total Score	76.32	69.22	76.36	61.85	64.91
Number of students tested	37	50	36	40	46
Percent of total students tested	97	100	95	100	98
Number of students excluded	1	0	2	0	1
Percent of students excluded	3	0	5	0	2
Subgroup Scores					
1. Free/Reduced	59.58	68.65	79.16	63.33	61.53

Grade: 9**Test: Mathematics****Edition/Publication Year:** 1989/1997**Scores Reported as:** National Percentiles**Publisher:** CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)**Excluded groups:** No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April	1999-00 April	1998-99 April
School Scores					
Total Score	62.25	80.18	64.40	67.09	65.10
Number of students tested	51	38	40	44	41
Percent of total students tested	100	95	98	98	100
Number of students excluded	0	2	1	1	0
Percent of students excluded	0	5	2	2	0
Subgroup Scores					
1. Free/Reduced	58.76	82.85	61.13	61.53	64.07

Grade: 10**Test: Mathematics****Edition/Publication Year:** 1989/1997**Scores Reported as:** National Percentiles**Publisher:** CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)**Excluded groups:** No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April
School Scores			
Total Score	81.18	71.08	72.43
Number of students tested	39	38	44
Percent of total students tested	95	97	98
Number of students excluded	2	1	1
Percent of students excluded	5	3	2
Subgroup Scores			
1. Free/Reduced	78.38	63.87	67.73

Grade: 11

Test: Mathematics

Edition/Publication Year: 1989/1997

Scores Reported as: National Percentiles

Publisher: CTB MacMillian/McGraw Hill (1997-2000) and CTB McGraw Hill (2000-present)

Excluded groups: No groups were excluded from testing. All students who were capable of testing were assessed with their class.

Testing Month	2002-03 April	2001-02 April	2000-01 April
School Scores			
Total Score	66.16	70.89	70.95
Number of students tested	38	44	38
Percent of total students tested	97	98	100
Number of students excluded	1	1	0
Percent of students excluded	3	2	0
Subgroup Scores			
1. Free/Reduced	59.13	70.33	66.85

Grade: 10**Test: Reading****Edition/Publication Year:** 1999/2000**Scores Reported as:** National Percentiles**Publisher:** PLAN - ACT, Inc.**Excluded groups:** No groups were excluded from testing. All students who were capable of testing were assessed with their class.

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	November	November	November	November	November
School Scores					
Total Score	63.58	66.57	65.77	70.29	57.3
Number of students tested	48	37	39	42	40
Percent of total students tested	98	93	98	95	100
Number of students excluded	1	3	1	2	0
Percent of students excluded	2	7	2	5	0
Subgroup Scores					
1. Free/Reduced	56.35	70.65	58.43	63.62	52.00

Grade: 10**Test: Mathematics****Edition/Publication Year:** 1999/2000**Scores Reported as:** National Percentiles**Publisher:** PLAN - ACT, Inc.**Excluded groups:** No groups were excluded from testing. All students who were capable of testing were assessed with their class.

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	November	November	November	November	November
School Scores					
Total Score	72.25	77.14	68.44	68.71	66.43
Number of students tested	48	37	39	42	40
Percent of total students tested	98	93	98	95	100
Number of students excluded	1	3	1	2	0
Percent of students excluded	2	7	2	5	0
Subgroup Scores					
1. Free/Reduced	72.78	77.20	68.36	69.39	66.43