

2006 – 2007 No Child Left Behind – Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: High School

Name of Principal: Mr. Dennis M. Walsh

Official School Name: Mount Vernon Community High School

School Mailing Address: 731 Palisades Road SW
Mount Vernon, Iowa 52314-1798

County: Linn State School Code: 57-4554

Telephone: (319) 895-8843 Fax: (319) 895-6185

Website/URL: <http://www.mountvernon.k12.ia.us>

E-mail: dwalsh@mountvernon.k12.ia.us

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

_____ Date: _____
(Principal's Signature)

Name of Superintendent: Mr. Jeffrey J. Schwiebert

District Name: Mount Vernon Community School District Phone: (319) 895-8845

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.

_____ Date: _____
(Superintendent's Signature)

Name of School Board President: Mr. Thomas M. Wieseler

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.

_____ Date: _____
(School Board President's Signature)

PART 1 – 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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grade K-12 schools. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school).
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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 Individual with Disabilities Education Act in a U.S Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|---|--------------------|
| 1 | Elementary School |
| 1 | Middle School |
| 0 | Junior High School |
| 1 | High School |
| 0 | Other |
| 3 | TOTAL |
2. District Per Pupil Expenditure: \$7446.00
 Average State Per Pupil Expenditure: \$7098.00

SCHOOL

3. Category that best describes the area where the school is located:
 Small city or town in rural area
4. 4 years - Number of years the principal has been in his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
9	54	41	95
10	71	56	127
11	47	39	86
12	50	47	97
Total:	222	183	405

6. Racial/ethnic composition of the school:
- | | |
|--------|----------------------------------|
| 99.9 % | White |
| 2.0 % | Black/African American |
| 1.0 % | Hispanic / Latino |
| .2 % | Asian / Pacific Islander |
| 0.0 % | American Indian / Alaskan Native |

7. Student turnover, mobility rate, during the past year: .5 %

1.)	Number of students who transferred to the school after October 1 until the end of the year.	1 student
2.)	Number of students who transferred from the school after October 1 until the end of the school year.	1 student
3.)	Total of all transferred students (sum of rows 1 and 2).	2 students
4.)	Total number of students in the school as of October 1	405
5.)	Total transferred students in row 3 divided by total Students in row 4	.005
6.)	Amount in row 5 multiplied by 100	.5

8. Limited English proficient students in the school: 0.4 %

2 students = Total # Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish, Amharic

9. Students eligible for free/reduced-priced lunch: 18%
 Total number of students who qualify: 75 students

10. Students receiving special education services: 13 %
 53 students

Indicate the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	50	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities		

11. Indicate the 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>
Administrators:	1	2
Classroom teachers:	25	8
Special resource teachers:	2	1
Paraprofessionals:	5	0
Support staff:	6	5
Total Number:	39	16

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g. 22:1

17:1

13. Show the attendance patterns of teachers and students as a percentage. The student drop-out rate is defined by the state. The student drop-out 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance:	NA%	96 %	96 %	96 %	96 %
Daily teacher attendance:	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate:	18 %	24 %	11 %	3 %	13 %
Student dropout rate:	0 %	0 %	1 %	0 %	1 %
Student drop-off rate:	0 %	0 %	1 %	0 %	1 %

14. Show what the students who graduated in spring 2006 are doing as of September, 2007.

Graduating class size:	85 students
Enrolled in a 4-year college or university	45 %
Enrolled in a community college	49 %
Enrolled in vocational training	2 %
Found employment	2 %
Military service	2 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

Part III – Summary

This fall, Mount Vernon Community High School (MVCHS) opened its doors to a brand new \$11.6 million high school building. Our new facility serves 405 students in grades 9-12 from communities throughout eastern Linn county, southern Jones county, and northern Johnson county. Over 30 classrooms, state-of-the-art library, three 30-station computer labs, a spacious gymnasium, separate vocal/instrumental rooms, four special education centers, and two industrial art classrooms make our building “the talk of the town” and the envy of many neighboring districts. Our high school’s motto “Striving for Excellence in Academics, Athletics, and the Arts” summarizes our staff’s commitment to providing a well-rounded educational experience to every MVCHS student. This motto guides every decision made within our building.

Striving for Excellence in Academics:

Thirty high school instructors teach over 115 courses ranging from art to world language topics. All students must earn the state of Iowa’s recommended CORE subject area credits AND additional elective credits in order to receive a MVCHS diploma. Elective course offerings in music (i.e. vocal, orchestra, and band), industrial technology (i.e. metals, woods, drafting, building construction), and foreign languages (i.e. German, Spanish) attract many “open-enrolled” students annually to our campus. Students are guided through their numerous course choices through periodic assessments and bi-monthly advisement meetings with a caring educator. Interest inventories are given as a part of each student’s curriculum, analyzed, and action plans written through advisor/advisee sessions. Students meet every other week with the same faculty advisor throughout their high school career to plan their personalized educational plan. Opportunities for advanced placement (AP) coursework, job explorations/internships, post secondary education option (PSEO) courses at area colleges are planned during these advisement sessions. Using the foundation set by our MVCHS educational program, over 95 percent of our graduates attend post secondary educational programs with over 70 percent graduating within five years.

Striving for Excellence in Athletics:

As a member of the Eastern Iowa Hawkeye Conference (EIHC), MVCHS displays numerous conference and state championship trophies inside our “commons” display cases. As proud as we are of these athletic accomplishments, we are more pleased with our 86 percent student participation rate in at least one of the thirty-six activities programs available to our students. MVCHS students seek active participation within their school and community through a varied activities menu including twenty non-athletic opportunities throughout the school year.

Striving for Excellence in the Arts:

The Mount Vernon community has always supported the arts. Our town proudly hosts seasonal art exhibits, sponsors area art shows, and consistently fills the school auditorium for every school concert and/or drama performance. MVCHS is an important part of this community-wide commitment to the arts. Our music programs in vocal, band, and orchestra are extraordinary. The expectation is that these programs will earn state recognition annually. Our drama and speech programs are extremely popular and are expanding yearly. Our newspaper and yearbook staff has earned state awards in recent years in recognition of their outstanding literary work. Our visual arts students regularly exhibit their work in area art contests and rank well with their talented counterparts. It is not unusual to find many MVCHS students staying at school late into the night perfecting their craft in one of many arts options after finishing an exhausting athletic practice or game. Over 50 percent of our students perform in both an athletic and non-athletic program during the same season.

MVCHS is a great place to learn and to grow into a well-rounded, productive, and caring person. Our staff is honored to work with individuals who will serve as our future leaders, problem solvers, and humanitarians.

Part IV – Indicators of Academic Success

1. Assessment Results:

Nine out of every ten MVCHS students are “proficient” readers and mathematicians according our high school’s Iowa Test of Educational Development (ITED) assessment results. Proficient means that these students can usually apply their reading and mathematical skills to understand and successfully interpret written and numerical information.

Within this category of proficient readers and mathematicians is another category of learners called “highly proficient” readers and mathematicians. At MVCHS, three out of every ten students are “highly proficient” readers and four of every ten students are “highly proficient” mathematicians. This classification of “highly proficient” means that these students can always apply their reading and mathematical skills to understand and to interpret written and numerical information.

Another category of students exists at MVCHS called the “non proficient” learners. One out of ten students at our high school cannot use their current reading and/or mathematical skills to comprehend and to interpret written or numerical information accurately. The majority of our “non proficient” students are identified as having specific learning disabilities in reading and/or mathematics and are receiving additional special education services due to these learning challenges. Currently, these special needs students cannot independently demonstrate proficiency on these formal reading and math assessments.

In Iowa, the state uses the ITED assessments in grade 11 to determine an individual student’s level of proficiency in reading comprehension, math concepts, and science concepts. Proficiency is designed as scores at or above the 40th percentile on both the reading comprehension and math concepts ITED subtests. Currently, the state of Iowa requires all high schools to guarantee that 74 percent of its students reach the proficient level in 2006. By 2014, all high school students in Iowa will be expected to be proficient in reading and mathematics. MVCHS has exceeded the state of Iowa’s reading and math achievement expectations by eighteen percentage points and we are working to reduce the number of special education students who score at the non-proficient level.

A more complete description of the state of Iowa’s assessment system and school achievement expectations may be found on the Iowa Department of Education’s website: www.iowa.gov/educate/.

Our school’s Academic Decathlon program involves students from three ability levels in academic competition with other area schools. The MVCHS academic decathlon team has qualified for the regional and state champion for over twenty consecutive years. Twice within this time period, MVCHS teams qualified for the national competition!

2. Using Assessment Results:

Subject area teams of teachers study the task analysis reports of each ITED subtest within their content area to determine appropriate additions and modifications within their department course offerings and curricula. These content area teams recommend curricular areas to be emphasized and determine which curricular topics should be removed from our current course of studies. In the end, a list of “essential learning” objectives is determined for each subject area taught at MVCHS which is used to determine student mastery within each course.

Individual student assessment results are compared from year to year using the ITED student profile summary reports. Individual student progress is charted with faculty advisors to determine growth and to recommend future course choices for each advisee.

Finally, long-term achievement trends are analyzed by grade level teacher teams to determine whether or not our current course offerings and integration strategies are meeting the contemporary instructional needs of all of our students. The achievement of special education students who have been completely integrated into the general education curricula with co-teaching and staff collaborative strategies are being carefully tracked and analyzed using ITED data.

3. Communicating Assessment Results:

Student achievement data is shared with individual students primarily through their advisor/advisee meetings. Each student receives an individual assessment profile approximately two months following the administration of the ITED tests. Student strengths and weaknesses are analyzed and compared to past academic achievement scores. Advisors counsel students regarding appropriate future course selection based upon these assessment profiles.

Parents are mailed a copy of their student's assessment profile after these student/advisor sessions are completed. Parents are encouraged to meet with advisors and/or our school counselor prior to finalizing any course selections. Parents and students may register for high school courses online 24 hours a day at home or at school.

Finally, school assessment results are shared with local media and our community through an annual school district report card. This report compares the academic performance of MVCHS students with the performance of students from other area high schools.

4. Sharing Success:

MVCHS administrators and teachers participate in a variety of educational forums and workshops where high school reform efforts are discussed and shared with other high school staff and students. MVCHS and Clear Creek Amana High School are involved in a three-year "systems thinking" study on school governance funded by the Wallace Foundation. This joint venture with a district with similar needs as MVCHS promises to lead to several significant structural changes for our district and school in the years to come. Year-round school, extended high school hours, mid-year J-term, staff learning teams, and new summer school designs are just a few of the high school reforms currently being discussed. Our school's progress through this grant required that we regularly share results with our colleagues throughout the state.

High school principals from our conference meet monthly to share ideas about promising high school innovation. At least one-half of each month's agenda is devoted to instructional reform issues. Our advisor/advisee program is modeled after a successful program initiated at another conference school. We first learned of this program at one of these monthly principal meetings.

Our school district website contains up-to-date information about a variety of school topics. Our student information software (Centerpoint) allows parents to access their student's grades and assignments at anytime of the day or night. Our Booster Clubs, Fine Arts Association, Alumni Association, and Mount Vernon Foundation spend student success stories throughout our community and area.

Finally, MVCHS staff regularly participates in workshops sponsored by local colleges and Grant Wood Area Education Agency. These workshops provide new opportunities for staff to share ideas that MVCHS has tried while learning about the innovative efforts of several other school districts within our area.

Part V – Curriculum and Instruction

1. Curriculum:

Over 115 courses are offered MVCHS students throughout the school year. Our classes meet daily for 50 minutes with the exception of PE and music courses that meet three days/week.

MVCHS graduation requirements guide students to pursue a well-rounded education that includes:

- 3.5 years of English (beginning with the Class of 2011, 4 years will be required)
- 3 years of Math, Science, and Social Studies
- 4 years of Physical Education
- 1 year of Fine Arts, Practical Arts, and/or Vocational Education
- 20 additional elective courses in the following content areas: Art, Business Education, Family and Consumer Science, Foreign Language, Health Education, Industrial Technology, Music Education.

A typical MVCHS student enrolls in seven courses per semester including courses in English, mathematics, science, social studies, PE, foreign language (Spanish or German), Music (vocal, band, and/or orchestra). Students enroll in many elective courses, internships, job shadows, and college classes during their junior and senior years.

Over the past three years, MVCHS students have consistently enrolled in coursework that exceeds our school's minimum graduation requirements. Approximately 75 percent of our students successfully complete four years of English coursework. Fifty (50) percent of our students complete four years of mathematics, science, and foreign language instruction. About 40 percent of our students master four years of music classes prior to graduation.

Eighteen (18) advanced courses are included within the 115 courses offered our students. These courses are available to all students who seek the challenge of accelerated learning. No placement testing is required for student admission into these honors level classes. Our remaining 100 high school courses are non-leveled. Students from all ability groups (including special needs students) are enrolled within any of these classes. Additional classroom services including co-teachers, classroom aides, differentiated instructional methods, and peer tutors support all learners within these classes.

Finally, MVCHS serves approximately 30 students from Lisbon Community Schools in a variety of industrial technology, foreign language, and honors level courses. The Lisbon students attend MVCHS as a part of a shared enrollment arrangement so that they may benefit from our high school's broader curricular options. In addition, MVCHS serves approximately 100 middle students through exploratory course offerings in foreign language, family and consumer science, industrial technology, and in selected advanced mathematics classes.

2. Secondary Schools – English curriculum:

Currently, the MVCHS English graduation requirement is 3.5 years of English instruction. Beginning with the Class of 2011, 4 years of English coursework will be required of all MVCHS graduates.

Our MVCHS English curriculum provided a strong foundation of reading, writing, and speaking instruction for freshmen and sophomores through a two-year required English course. Students progress through these first two years of English instruction with the assistance of special education

trained teachers co-teaching within English 9 and 10 courses. This extra assistance allows most students to master course content on pace with their peers. If additional help is required, a learning center provides tutoring, reading, and assignment completion assistance throughout the school day for any student who may need it.

After two years of prescribed English instruction, MVCHS students may choose from a varied menu of 15 English elective courses in order to fulfill their English requirement. These courses appeal to students who want to extend their interest or skill in literature, composition, or speech through additional coursework.

Four of our English elective courses offer challenging, advanced work for students who desire college level instruction. These courses are open to all students who desire an opportunity to challenge themselves. No additional grade and/or credit weighting are offered for successful completion of these “honor” classes.

3. Additional Curriculum Area - Mathematics:

MVCHS students must complete three years of mathematics instruction in order to earn a high school diploma. Students may enter our mathematics course pathways in a variety of ways according to their assessed math skills. Fifty (50) percent of our students enroll in our Algebra 1-Geometry-Algebra 2-Trigonometry sequence. Approximately twenty-five (25) percent choose our Advanced Geometry-Advanced Algebra II-Pre Calculus-Calculus sequence. The remainder of our students elects the following mathematics course sequence with some alternatives: Pre Algebra-Algebra 1- Consumer Math-Geometry. Math students may receive extra assistance through our learning center program, peer tutors, or after school from their instructors.

A unique feature of our mathematics department is that all of our school’s current math teachers also teach at least one science course. This cross-disciplinary advantage allows our mathematic curriculum to more easily blend with our science instruction. Our teachers often use real world examples across both content areas to apply mathematical and scientific information.

Finally, an increasing number of MVCHS students are beginning their high school math instruction while they are in middle school. In the 2006-2007 school year, eight (8) middle students enrolled in Algebra 1 and another middle student enrolled in Advanced Geometry. These students earned high school credit for successful completion of this coursework. If this trend continues, our high school mathematics curriculum will need to extend to include college level courses beyond Calculus. MVCHS looks forward to the challenges that this trend may create.

4. Instructional Methods:

All content area instructors are encouraged to promote active learning within their classrooms. This objective is achieved in a variety of ways by different departments. Common strategies include internet research, PowerPoint presentations, interactive group projects, group problem-solving sessions, peer tutoring opportunities, and co-teaching lesson planning. MVCHS teachers view themselves as learning facilitators rather than dispensers of knowledge. MVCHS students crave the opportunity to participate actively in their own learning and are enthusiastic about classroom participation. Three (3) 30-station computer labs and a state-of-the-art computerized library are essential tools for student use within this participatory educational design.

Assessment of student progress is measured based upon student mastery of essential learning objectives within each course. Teachers continuously analyze their curricula and adjust course

content to match their discipline's latest "best practice" wisdom regarding essential content. MVCHS's high school curriculum is not static. It is constantly weeding and seeding itself to keep up with our changing times.

Finally, MVCHS staff believes in building strong relationships with every student. Every other Tuesday, staff spends one-half hour in advisor/advisee meetings with a small group of students. These students with their four-year advisor plan together for high school orientation, course selection, annual academic assessments, and post secondary education options. After four years together, staff and their advisees become very close. MVCHS staff is interested in the total student, not just their formal education.

5. Professional Development:

MVCHS professional development is centered around three themes this school year: staff collaboration on academic achievement/instruction, student relationships, and innovative school structures.

Beginning with the 06/07 school year, high school staff meets as departmental teams every other Tuesday from 8-8:45 a.m. Department teams analyze student assessment data and recommend curricular improvement to enhance student learning at MVCHS. Departments are currently mapping their curricular areas and relating them to career pathways so that students may make more informed decisions about high school course selection. The inclusion of special education teachers as co-teachers within general education classrooms (rather than using pull-out resource room strategies) is one of the promising instructional innovations being tried this year. General education student achievement scores in reading, mathematics, and science have increased slightly since departments have been meeting regularly and analyzing student test scores. Special education student achievement scores have shown specific improvement since implementation of the collaborative general/special education teaching model.

Maintaining and improving on student/staff relationships is a second focus of our school's staff development efforts. The development of every other mid-Tuesday morning advisor/advisee teams is a by-product of this objective. Every high school teacher is an advisor that meets with the same group of sixteen students throughout their high school careers. Advisor teams are just beginning to use collaborative time to design their own advisement lesson plans. Initial student feedback indicates that students view the advisor/advisee program as an opportunity to get advice and practical information from a teacher rather than just relying upon our counselor and main office personnel. Students trust their instructors to provide them with informed data about their academic/social strengths and weaknesses which assists students when making course selections and post high school program decisions. It is too early to assess the impact that the advisor/advisee program is having upon student achievement scores. A comparison of the results of the "2006" and the "2007" ITED assessments will provide advisor teams data to analyze regarding relationships between student achievement and advisor/advisee program. Our hypothesis is that students will perform better academically when they feel connected to a caring adult (faculty advisor) over an extended period of time (four years of high school with the same staff advisor). This annual ITED data comparison will test this theory.

Innovative school structures are also explored during our year's professional development agenda. The addition of an interim term in January to our school calendar is currently being studied. If approved, this interim term may provide students with an opportunity to enroll in a variety of hands-on courses taught for an extended block period over consecutive days. The design of an effective "learning center" to help students who need extra assistance to master course objectives is also being

debated. Two staff study groups are meeting twice per month to recommend system changes to our current school structures that will match our community's vision for Mount Vernon's "next generation" high school. Data from community stakeholders, students, alumni, staff, and business leaders are being analyzed as a part of the plan formulation process. Recommendations will be made by fall, 2007 for implementation during the "2008-2009" schoolyear.

Part VII – Assessment Results

State Criterion-Referenced Tests

Subject – Reading Comprehension

Grade 11 Iowa Tests of Educational Development (ITED)

Riverside Publishing – Houghton Mifflin Company

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Nov.	Nov.	Nov.	Nov.	Nov.	Nov.
SCHOOL SCORES*						
% of “Highly Proficient” Students	25	30	25	33	27	23
% of “Proficient plus Highly Proficient” Students	79	92	79	88	82	92
# of Total Students Tested	85	96	87	110	97	100
% of Total Students Tested	98	98	98	98	98	98
# of Students Alternatively Assessed	0	2	0	0	0	0
% of Students Alternatively Assessed	0	2	0	0	0	0
SUBGROUP SCORES						
1. Free/Reduced Lunch						
% of “Highly Proficient” Students		23		0	18	
% of “Proficient plus Highly Proficient” Students		69		67	45	
# of Students Tested		13		15	11	
2. Special Education (w/IEP)						
% of “Highly Proficient” Students	0		0	0		
% of “Proficient plus Highly Proficient” Students	10		20	30		
# of Students Tested	11		10	10		

Subject – Reading Comprehension
Grade 10 Iowa Tests of Educational Development (ITED)
Riverside Publishing – Houghton Mifflin Company

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Nov.	Nov.	Nov.	Nov.	Nov.	Nov.
SCHOOL SCORES*						
% of “Highly Proficient” Students	19	23	23	19	13	21
% of “Proficient plus Highly Proficient” Students	83	85	83	77	84	72
# of Total Students Tested	123	80	101	81	111	85
% of Total Students Tested	98	99	98	98	98	97
# of Students Alternatively Assessed	0	0	0	0	0	0
% of Students Alternatively Assessed	0	0	0	0	0	0
SUBGROUP SCORES						
1. Free/Reduced Lunch						
% of “Highly Proficient” Students	0	0	29			
% of “Proficient plus Highly Proficient” Students	55	100	58			
# of Students Tested	20	10	14			
2. Special education (w/IEP)						
% of “Highly Proficient” Students	0					
% of “Proficient plus Highly Proficient” Students	18					
# of Students Tested	11					

Subject – Reading Comprehension
Grade 9 Iowa Tests of Educational Development (ITED)
Riverside Publishing – Houghton Mifflin Company

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Nov.	Nov.	Nov.	Nov.	Nov.	Nov.
SCHOOL SCORES*						
% of “Highly Proficient” Students	22	21	15	26	14	28
% of “Proficient plus Highly Proficient” Students	83	79	79	78	80	85
# of Total Students Tested	94	125	81	106	74	96
% of Total Students Tested	99	99	98	98	98	97
# of Students Alternatively Assessed	0	0	0	0	0	0
% of Students Alternatively Assessed	0	0	0	0	0	0
SUBGROUP SCORES						
1. Free/Reduced Lunch						
% of “Highly Proficient” Students	11	15	0	7		12
% of “Proficient plus Highly Proficient” Students	67	61	55	54		77
# of Students Tested	10	20	11	15		17
2. Special Education (w/IEP)						
% of “Highly Proficient” Students	0	0				
% of “Proficient plus Highly Proficient” Students	38	25				
# of Students Tested	13	12				

**Subject – Mathematics Grade 11 Iowa Tests of Educational Development (ITED)
Riverside Publishing – Houghton Mifflin Company**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Nov.	Nov.	Nov.	Nov.	Nov.	Nov.
SCHOOL SCORES*						
% of “Highly Proficient” Students	33	42	33	36	31	45
% of “Proficient plus Highly Proficient” Students	86	90	87	82	82	89
# of Total Students Tested	85	96	87	110	97	100
% of Total Students Tested	98	98	99	99	99	99
# of Students Alternatively Assessed	0	2	1	0	0	0
% of Students Alternatively Assessed	0	2	1	0	0	0
SUBGROUP SCORES						
1. Free/Reduced Lunch						
% of “Highly Proficient” Students		31		0	9	
% of “Proficient plus Highly Proficient” Students		62		53	54	
# of Students Tested		13		15	11	
2. Special Education (w/IEP)						
% of “Highly Proficient” Students	0		0	0		
% of “Proficient plus Highly Proficient” Students	20		70	10		
# of Students Tested	10		10	10		

**Subject – Mathematics Grade 10 Iowa Tests of Educational Development (ITED)
Riverside Publishing – Houghton Mifflin Company**

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Nov.	Nov.	Nov.	Nov.	Nov.	Nov.
SCHOOL SCORES*						
% of “Highly Proficient” Students	23	21	25	16	22	18
% of “Proficient plus Highly Proficient” Students	78	85	88	83	84	74
# of Total Students Tested	123	80	101	81	111	85
% of Total Students Tested	99	99	98	98	98	97
# of Students Alternatively Assessed	0	0	0	0	0	0
% of Students Alternatively Assessed	0	0	0	0	0	0
SUBGROUP SCORES						
1. Free/Reduced Lunch						
% of “Highly Proficient” Students	0		21			
% of “Proficient plus Highly Proficient” Students	33		85			
# of Students Tested	21		14			
2. Special education (w/IEP)						
% of “Highly Proficient” Students	0					
% of “Proficient plus Highly Proficient” Students	8					
# of Students Tested	12					

Subject – Mathematics Grade 9 Iowa Tests of Educational Development (ITED)
Riverside Publishing – Houghton Mifflin Company

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Nov.	Nov.	Nov.	Nov.	Nov.	Nov.
SCHOOL SCORES*						
% of “Highly Proficient” Students	29	31	19	33	38	33
% of “Proficient plus Highly Proficient” Students	86	85	81	85	92	91
# of Total Students Tested	94	125	81	106	74	97
% of Total Students Tested	99	99	98	98	98	97
# of Students Alternatively Assessed	0	0	0	0	0	0
% of Students Alternatively Assessed	0	0	0	0	0	0
SUBGROUP SCORES						
1. Free/Reduced Lunch						
% of “Highly Proficient” Students		15	0	13.3		18
% of “Proficient plus Highly Proficient” Students		55	55	66		89
# of Students Tested		20	11	15		17
2. Special Education (w/IEP)						
% of “Highly Proficient” Students	0	0				
% of “Proficient plus Highly Proficient” Students	38	33				
# of Students Tested	13	12				