

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Doug Jiskoot

Official School Name: West Lyon High School

School Mailing Address:
1787 Iowa 182 Ave
Inwood, IA 51240

County: 60 State School Code Number*: 6983

Telephone: (712) 753-4917 Fax: (712) 753-4928

Web site/URL: www.west-lyon.k12.ia.us E-mail: djiskoot@west-lyon.k12.ia.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Jim Hargens

District Name: West Lyon Community School District Tel: (712) 753-4917

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Kay Twedt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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

1. The school has some configuration that includes one or more of grades K-12. (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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| 1 | Junior high schools |
| | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 8207

Average State Per Pupil Expenditure: 8151

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. 12 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	31	27	58
2			0	10	33	21	54
3			0	11	27	23	50
4			0	12	25	27	52
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							214

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ 1 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 99 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	214
(5)	Total transferred students in row (3) divided by total students in row (4).	0.042
(6)	Amount in row (5) multiplied by 100.	4.206

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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 %

Total Number of Students Served: 19

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

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>0</u>
Classroom teachers	<u>12</u>	<u>8</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>21</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 11 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	96%	95%	97%	97%
Teacher turnover rate	8%	0%	4%	0%	4%
Student dropout rate	2%	5%	1%	1%	1%

Please provide all explanations below.

In 2006-07, two students moved in during senior year, one of whom was classified as homeless. Both students dropped out after a short time of attending. Two other students dropped out who had been at West Lyon long term. A total of 4 students dropped out in this school year.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	55	
Enrolled in a 4-year college or university	60	%
Enrolled in a community college	35	%
Enrolled in vocational training	0	%
Found employment	4	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

West Lyon Community School District is located in the far northwest corner of Lyon County, Iowa; the Minnesota state line provides the northern border of the district as does the South Dakota state line on the west. Ours was one of the first districts in the region to consolidate in 1964, uniting four small, rural towns--- Alvord (pop. 200), Lester (pop. 400), Larchwood (pop. 800), and Inwood (pop. 900)---into one school centered community. Including the many farms in our district, West Lyon currently serves a student population of 727 in grades K-12.

As a largely rural population, most of our parents earn a living as farmers or in an agricultural related business. However, additional employment opportunities for students and parents are available in nearby Sioux Falls, SD, which also affords us the conveniences of city shopping and entertainment. Our position at the juncture of 3 states provides students a variety of post secondary education options, including three universities, three colleges, and three community colleges, all within a 60 mile radius of West Lyon.

The Iowa agricultural community is notoriously a proud group of hard working people, and those traits extend to the school community; ours is a dedicated teaching and support staff with an average of 18 years of teaching experience, and a third has over 20 years of experience. A low pupil-teacher ratio affords our students the one-on-one contact and personal attention that is so valuable in the education process. And we share high expectations with our students, requiring that they achieve the 40th percentile or above on the Iowa Test of Educational Development test to receive a diploma (alterations are made for IEP students). We traditionally have a high graduation rate (in excess of 95% each year) and consistently over 60% of our graduates attend a university or college with an additional 35% typically attending a community college. A rigorous curriculum with over half of our students taking college level prep classes including advanced English, advanced math, advanced Biology and/or Physics, and a challenging curriculum for vocational programs are offered. An assortment of extra curricular and co-curricular opportunities meet the varied interests of our students, including an outstanding FFA program, band and vocal programs, speech and drama, and the major sport activities. Over 80 percent of our students participate in at least one activity outside of the classroom. An emphasis on technology is paramount: every classroom is equipped with internet access, the student-to-computer ratio is 3:1, and we have set a goal to have interactive white boards in all classrooms by 2011. Last year, West Lyon High School was recognized nationally as a silver award winner from U.S. News & World Report, placing West Lyon in the top 10 percent of schools nation wide. Only 33 other high schools in Iowa earned this distinction.

The district's philosophy of education---dedicated to opportunity, community, and excellence--- is as follows:

The West Lyon Community School District shall be committed to the service of the students entrusted to its auspices. The District shall strive for the fullest development and maturation of each child.

However, it must be recognized that the school system is not the only institution that plays a vital role in the growth and development of young people. For example, the home, churches, law enforcement agencies, social and welfare institutions, and community leaders also possess major responsibilities.

We take pride in educating our students with the highest regard for academic rigor and instilling positive values in each child. It is our mission to ensure our students can be productive, positive members of our society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

West Lyon High School is proud of the success of our students and the progress we are making to achieve NCLB expectations. Student academic progress is assessed on a regular basis using an assortment of methods, including authentic classroom assessments, the PLAN test (a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT), given to all 10th grade students; and the Iowa Test of Educational Development (ITED) given to all 11th grade students. In addition, over 80 percent of our seniors voluntarily take the ACT. The collective test data, and most particularly, the ITED results, show our students consistently achieving at a high level with increasing performance in the areas of math and reading. Reading proficiency among 11th grade students on the ITED reading assessment have increased from 86% in 2005 to 96% in 2008. In math, 92% of our students were proficient in 2008, an increase of 6% from 2005. The Iowa Department of Education defines proficiency levels at the 41st national percentile on the ITED assessment. Our small school population does not enable a comparison in the sub group categories for individual grade levels. Our tests results for the past four years can be found at this URL: <https://www.edinfo.state.ia.us/data/aprchart.asp?s=00090000>.

2. **Using Assessment Results:**

We use assessment results to evaluate the progress of our students, the scope and sequence of our curriculum, and the effectiveness of classroom instruction. At the start of each school year, the ACT results of the previous graduating class are examined and compared with neighboring districts. Sub categories in the ACT are used, in part, to make curriculum adjustments and pedagogical changes. For example, eight years ago student reading scores on the ACT, as well as the ITED, were significantly lower than scores in other areas. The teachers concluded that students needed to do more reading to practice this skill. With the support of the building administration, we scheduled a 15-minute reading period into the school day. This period is called D.E.A.R. (Drop Everything And Read) time, and all students, teachers and staff read a book, magazine, or periodical during that time. After eight years of D.E.A.R. time, our reading scores have increased dramatically on both the ACT and ITED assessments.

Every two years, our district does an item analysis of our Iowa Test of Basic Skills (ITBS) and ITED results for grades 3 through 8 and 11. The item analysis examines each question on the assessment and identifies those on which students performed significantly lower than the average norm reference. As we had previously noted for reading, we noticed a deficit in the vocabulary skills of our students. Consequently, six years ago we integrated a vocabulary workbook series designed to systematically increase students' vocabulary and improve vocabulary-building skills into our 7-12 Language Arts Curriculum. Our vocabulary scores on the ITED have steadily increased, each year, as a result.

In addition to using assessment results to determine needed changes in our curriculum, we also use the scores in planning the professional development of our staff. We have just concluded a three-year professional development series on Robert Marzano's research, *Nine Effective Teaching Strategies*. This year, using an internet based curriculum mapping service, we have started a multi-year project to map our K-12 curriculum. We believe mapping our curriculum will streamline identification of any gaps, shortcomings, and redundancies in our teaching, and will provide a uniform format for sharing information with parents and among other schools.

3. **Communicating Assessment Results:**

Our results are communicated individually to students by our school counselor. She meets with the students one-on-one to explain and interpret scores and offer improvement strategies. Scores are included on the student's report card for parents to review at parent-teacher conferences. Having the scores available for conferences can

generate a conversation with the relevant teacher(s) about their child's math score, language arts score, and/or science.

At the community level, we annually share scores with the District Advisory committee. This committee is comprised of parents, business leaders, teachers and administrators. We also post our ITBS, ITED and ACT scores on the school district's webpage for our community to examine. At the start of each school year, the Annual Yearly Progress (AYP) of our students is shared with the staff, emphasizing the importance of meeting our goals and continuing to concentrate on sound pedagogical methods.

4. Sharing Success:

West Lyon believes that we learn from one another. That is true in the classroom for our students and is the foundation for our emphasis on cooperative learning exercises; we also believe we can learn how to be more effective as teachers from other teachers, more proficient administrators from other administrators, and a more productive school through the input of outside sources such as our Area Education Agency, consultants, and the Iowa Department of Education.

Our staff and administrators are encouraged to attend meetings and conferences that afford opportunities to share with colleagues. This collaboration goes both ways. We learn from our peers and in return, we share what is and has been working at West Lyon. Once a month, the elementary principal and secondary principal attend a Northwest Iowa principal meeting, open to all principals, both public and private. These monthly meetings are invaluable in sharing successes, discussing trends in education, and supporting each other in times of frustration.

Students at West Lyon are also proud of their school and eager to share their successes with students they come in contact with at sporting events and fine art competitions.

Should West Lyon receive the honor of being a Blue Ribbon school, I am certain that our local media will be spreading the news as will the staff and teachers. In addition, media from our region, state, and neighboring states will herald and share in our achievement, just as they have in the accomplishments and recognition awarded to our outstanding scholars, athletes, and alumni. The opportunity to meet and exchange ideas with administrators from other national recipients will not only provide us with a larger network for sharing, but will offer us the opportunity to share those practices with the other secondary schools and collegiate education departments in our academic community. To be an ambassador for good education practices will be a privilege. We will display our Blue Ribbon flag proudly along with our many state champion sport banners.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at West Lyon High School (WLHS) is one of rigor and relevance that prepares our students to be productive citizens in the technology-centered 21st century. Several years ago we adopted the McRel based curriculum. Currently, we are in the process of developing a plan of action for putting the Iowa Core Curriculum into practice. We expect to have the Iowa CORE curriculum in place by the 2012-2013 school year.

Our curriculum is examined thoroughly every two years during the item analysis process previously described. We offer 78 courses at the 9-12 grade levels; 11 of those are considered college prep level courses, with 76 percent of our junior and senior students taking at least one college prep course. Three years ago, our board increased the graduation requirement to 46 credits, from 42 credits. All students are required to graduate with eight semesters of English, six semesters of social studies – including two semesters of American Government and two semesters of American History, in addition to six semesters of math – including two semesters of Algebra, and six semesters of science.

With the increasing linguistic diversity in the United States, we encourage our students to take at least two years of foreign language. Our facility currently offers four years of Spanish instruction. In recent years, we have had students become missionaries in foreign countries and a student become an official interpreter in the U.S. Navy after developing a passion for languages. Three-quarters (76%) of our students graduate with at least two years of Spanish instruction.

In addition to our core curriculum, our students have the option to take courses in five different vocational programs: Industrial Technology, Business, Family and Consumer Science, Agricultural Mechanics, and Agricultural Marketing. Each of these programs is articulated with a community college, enabling students to make a smooth transition to post-secondary training, with many of them already having earned college credit while attending high school. FFA is an agricultural-based student organization and considered a co-curricular program at West Lyon. FFA reinforces the instruction in the agricultural courses and has had numerous students qualify for the state and national level competition.

In the area of fine arts, our students also have a multitude of opportunities. With opportunities in band, jazz band, women's chorus, mixed chorus, and swing choir; nearly half (46%) of our students participate in music instruction. WLHS also has a successful Art program, with curriculum in drawing, pottery, painting, computer graphics, and more. Co-curricular opportunities exist in the fine arts as well: Art students exhibit in local art shows and area businesses; music competitions include district and state level contests, with band groups attending interstate events and attending a national event once every four years. In the dramatic arts, students perform one musical theatre show and one additional play annually. And we have a very active, competitive speech group: West Lyon students regularly earn All-State recognition in speech competition.

Recognizing the pervasiveness of technology in today's world, West Lyon requires all students to take at least two semesters of computer applications class. Technology is also integrated into all other curricular areas, from the use of graphing calculators in math, to CNC lathes in industrial arts, and computer based labs in science. Wanting to further integrate technology into the fabric of teaching at West Lyon, we have set a goal of having an interactive whiteboard in each classroom by the year 2011. Currently, we have seven interactive whiteboards at the high school level.

2b. (Secondary Schools) English:

Our English/Language Arts curriculum is taught in four, one-year long courses covering writing, grammar, vocabulary, and literature. Each year in the English curriculum, students are required to write a research paper,

starting with a three page requirement in English I and culminating with a ten page paper in English IV. English II, at the 10th grade level, involves a semester of speech and a semester of writing and vocabulary. In the 11th grade, students can enroll in one of two different tracks -- standard English III or English III Seminar. English III Seminar is considered a college prep class with more writing expectations and a more in depth study of literature. As seniors, students again can take one of two different tracks, either standard English IV or English IV Seminar. Approximately one-third to one-half of our students enroll in the Seminar classes.

Several years ago the staff and administration became concerned with the poor performance of our students on reading assessments. The district sought the advice of an outside consultant, Dr. Mary Bigler, a noted expert in reading curriculum from the University of Michigan. Bigler inspired the staff and presented many proven reading strategies which were implemented in the curriculum. Bigler is an advocate for implementing D.E.A.R. time in schools, stating that students no longer practice the skill of reading with all the distractions (TV, video games, computers, etc.) they now have at home. Students need to practice reading if they are to become proficient readers and so, WLHS now has a scheduled 15-minute reading time each day. Since D.E.A.R. time was started eight years ago, our reading scores have improved by more than three points on the ITED.

We also provide tutoring time for those students who need added support. One English staff member is allocated tutorial time to work with emergent and reluctant readers. In addition, students who require additional help are provided with skill-based tutoring to assure their mastery of the school's minimum competency requirements.

3. Additional Curriculum Area:

West Lyon CSD is located very close to two large regional hospitals in Sioux Falls, SD and within our district borders is a large veterinary medicine lab where vaccines and medicines for large farm animals are produced. The visible presence of the medical community in our area has given added emphasis to our science curriculum. Nearly half (43%) of our students enroll in at least one of our advanced science courses – Advanced Biology and/or Physics. We are focused on keeping pace with the latest technology advances in the science curriculum with recent additions of interactive whiteboards in each of our science classrooms, the use of computer based lab equipment, and multiple wireless laptop computers assigned to the science classroom. Our students are provided several opportunities for interactive, hands-on learning with lab experiments, dissection, and engaging field trips. Biology and Adv. Biology students take field trips to a nearby water shed and lake, studying aquatic life and taking samples of water quality for the Iowa Water Preserve project. Our Physics students compete in regional science competitions, earning second place in a state Physics competition last year and finishing in the top 10 percent at the South Dakota State University Physics Olympics. Providing real life experiences, hands-on activities, and technology-based learning prepares our students to be successful, lifelong learners when they leave West Lyon, which is the overriding mission of our district. Many of our graduates major in a health or science related field in college.

4. Instructional Methods:

It is our directive to meet the needs of all learners that attend our school. Effective, research-based strategies are in use everyday in the classroom and reflected in the evaluation of instructors by the building principal. A sampling of target strategies includes clearly stating the objective, using similarities and differences, modeling effective note taking, cooperative learning, non-linguistic learning, and peer evaluation. To further meet the needs of lower ability students, we have moved to a full-inclusion model for our IEP students. Whenever possible, our IEP students attend general enrollment classes. In most cases, a paraprofessional is assigned to the classroom to assist students as needed. Modifications to the curriculum are made with collaboration between the general education teacher and the special education teacher. IEP students in the inclusion model may have guided notes, assessment adjustments, material read to the them, extended time, and study guides provided to them. We have found the inclusion model for our IEP students to be very successful, not only for the IEP student but for the general education students as well. Teachers have found peer-to-peer coaching in this setting to be a tremendous teaching tool.

We also staff tutorial periods to assure accessible assistance in the areas of Language Arts, math, and science. Students who struggle in one of these core subject areas are able to seek out one of these three teachers for added assistance.

5. Professional Development:

Believing that the classroom teacher is the most important factor in a student's success, the school district administration along with a representative committee of teachers develops ongoing training opportunities for our staff. A well trained staff is vital to the success of our students.

The faculty has recently completed training in Marzano's Nine Effective Teaching Strategies. Prior to Marzano, the faculty received Effective Teaching training by Harry Wong. In addition, teachers regularly receive training updates to integrate technology into the classroom. We also encourage teachers to attend workshops and classes outside of the district with district funds made available to offset any costs associated with these outside resources.

Currently, the West Lyon faculty is engaged in mapping the K-12 curriculum, using an Internet software program. We believe having our K-12 curriculum in a uniform format will enable us to have in depth discussions about the scope and sequence of our K-12 curriculum and will encourage networking among instructors nationwide involved with the program.

Research shows that the classroom teacher – good or bad – is the single most important factor affecting student achievement. West Lyon, through its professional development and evaluation process, strives to ensure that all of our students have well-trained and productive teachers.

6. School Leadership:

The school district is led by a five-member school board, with each member serving a four-year term. Leadership is further provided through the direction of a superintendent. One principal, with a great deal of support from the guidance counselor and school-liaison officer, serves the high school.

A Teacher-Quality committee, composed of a representative group of K-12 teachers, also plays a role in the decision making process for the district. This committee provides input in the district's professional development plan and technology uses.

The principal's main role is to eliminate barriers that may hamper the educational process and to ensure teachers are able to do their jobs at the highest level possible. It is equally important for the principal to be a champion for good teaching practices.

Recently, the principal has been working to bring interactive white boards into the classroom, so teachers -- through the use of this exciting technology -- can bring more engaging lessons to their students. Curriculum mapping was also instigated by the school leadership team, which was done in collaboration with the Teacher-Quality committee. Recognizing a need for improved reading instruction and vocabulary, the principal worked with the Language Arts teachers to develop the Drop Everything And Read program as well as implementing the Sadlier-Oxford vocabulary series.

Teacher development is also a crucial role of the principal. This is partly done through the evaluation process as well as providing professional development opportunities. Teachers are evaluated every three years using the Iowa Eight Teaching Standards required by Iowa statute. The extensive evaluation process involves a series of observations and a review of the teacher's portfolio, a three-year collection of multiple criterion-referenced samples of classroom activities, records, and samples of student products. Also, every teacher meets annually with the principal to establish and review his/her annual professional development goal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 11 Test: Iowa Test Ed. Development
 Edition/Publication Year: 07-08 Publisher: Univ. of Iowa

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	92	87	94	87	95
% Advanced	44	49	49	19	36
Number of students tested	52	63	74	52	69
Percent of total students tested	98	96	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Our sub groups do not have enough students for reporting.

Subject: Reading
Edition/Publication Year: 2007-08

Grade: 11
Publisher: Iowa Test Ed. Development

Test: Reading

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Nov	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	96	89	87	87	88
% Advanced	24	27	26	19	19
Number of students tested	52	63	74	52	69
Percent of total students tested	98	96	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Our sub-group populations are not large enough to provide reporting.