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 [**X**] (7-12)
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Dr. Mark Daniel

Official School Name: Leo Junior/Senior High School

School Mailing Address:
14600 Amstutz Rd.
Leo, IN 46765-9606

County: Allen State School Code Number*: 0049

Telephone: (260) 446-0180 Fax: (260) 446-0189

Web site/URL: http://www.eacs.k12.in.us/ E-mail: mdaniel@eacs.k12.in.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Kay Novotny

District Name: East Allen County Schools Tel: (260) 446-0100

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Reverend Stephen Terry

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.

_____ Date _____
(School Board President's/Chairperson's Signature)

**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:

11	Elementary schools
2	Middle schools
	Junior high schools
5	High schools
1	Other
19	**TOTAL**

2. District Per Pupil Expenditure: 9712

   Average State Per Pupil Expenditure: 9727

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 10 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**	94	99	193
K			0	**8**	101	104	205
1			0	**9**	123	96	219
2			0	**10**	102	119	221
3			0	**11**	110	93	203
4			0	**12**	90	97	187
5			0	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					1228

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
97	% White
2	% 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: 7 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	39
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	46
(3)	Total of all transferred students [sum of rows (1) and (2)].	85
(4)	Total number of students in the school as of October 1.	1194
(5)	Total transferred students in row (3) divided by total students in row (4).	0.071
(6)	Amount in row (5) multiplied by 100.	7.119

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 20

Number of languages represented: 4
Specify languages:

Korean, German, Spanish, Vietnamese,

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

Total number students who qualify: 110

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: 3 %

Total Number of Students Served: 39

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

1	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	19	Specific Learning Disability
5	Emotional Disturbance	3	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	4	0
Classroom teachers	54	0
Special resource teachers/specialists	2	0
Paraprofessionals	3	0
Support staff	4	0
Total number	67	0

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 **23 :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	96%	97%	97%	97%	97%
Daily teacher attendance	93%	94%	94%	94%	94%
Teacher turnover rate	7%	11%	9%	6%	6%
Student dropout rate	2%	3%	1%	0%	1%

Please provide all explanations below.

Teacher attendance rates include personal days which if not used can carry over in limited number.

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	170	
Enrolled in a 4-year college or university	75	%
Enrolled in a community college	17	%
Enrolled in vocational training	2	%
Found employment	0	%
Military service	5	%
Other (travel, staying home, etc.)	0	%
Unknown	1	%
Total	**100**	%

PART III - SUMMARY

It is the belief of the faculty and administration of Leo Jr./Sr. High School that all students learn by infusing real-world, experiential activities with a rigorous and relevant curriculum. The School Mission supports this belief, "Leo JSHS…where high academic standards and nurturing relationships lead all students to educational and career success."

Leo Jr./Sr. High School offers a diverse curriculum to meet the needs of all students. Educational programs consist of standard academic core courses, accelerated and full-year mathematics courses, Advanced Placement courses in Calculus, Chemistry, English Literature, English Language, US History, and US Government. Leo Jr./Sr. High School offers Project Lead the Way Engineering and Biomedical programs, dual-credit courses with area post-secondary institutions, and CISCO networking courses. At-risk students have access to peer-remediation/tutoring opportunities, in-class tutoring, and ISTEP remediation courses (Indiana state exams).

Leo Jr./Sr. High School serves 1,228 students in grades 7 through 12 in Leo, Indiana. The Leo/Cedarville area is a suburban community located adjacent to Fort Wayne, Indiana and has in recent years enjoyed growth resulting from sprawl associated with suburban Fort Wayne.

• LHS is a Career Majors Academy (CMA) focusing on Health and Related Sciences; Engineering and Technology; Education, Fine Arts and Social Services; and Business and Information Technology. All students plan their curriculum and course sequence with an academy in mind providing career planning and exploration. An Indiana leader in career majors academy implementation as evidenced by its Indiana mentor status and inception during the 1999-2000 school year.

• LHS has advisory teams for each academy consisting of businesses, post-secondary institutions, parents and educators. These teams provided critical information to the CMA Leadership Team (CMA directors and school administrators) driving staff development, curriculum development and school improvement focused on improving student academic achievement.

• More students are obtaining college credit while still a LHS student than ever before. The goal is to transition students into their post-secondary training as seamlessly as possible.

• Work Ethic Certificates supported by Indiana Dept. of Workforce Development are available for juniors and seniors enabling them to document their community service and "soft skills" deemed necessary to be a productive successful citizen.

• A Career Development Center (CDC) was established to provide career guidance and planning for all students with the Indiana Department of Workforce Development providing Work Keys Assessment for each senior student. This information indicates a student's level of skill in reading for information, locating information and problem solving. A critical component as LHS and other secondary institutions in northeast Indiana work to provide bridges of communication to facilitate economic growth.

• LHS has been a leader in school reform by taking a traditional school that was "good" and making it "outstanding" as evidenced by its meeting AYP and being a top performer in ISTEP scores for northeast Indiana (92% passed math and 89% passed language arts; best in northeast Indiana). As importantly, LHS has increased in number of college dual credits, advanced placement courses, SAT scores and ISTEP scores. Moving from a traditional 7-period two semester schedule to a 5-period trimester schedule has afforded teachers the opportunity to utilize distance learning technology, video streaming and field trips to enhance student learning.

• LHS teachers have been leaders in northeast Indiana externships providing valuable experience as they implement project based learning.

• LHS continues to network and develop business and community partnerships modeling for other high schools the process.

Lastly, LHS is an award winning school named a National 2008 Model School by Dr. Willard Daggett's International Center for Leadership in Education (only 20 in the country), an Indiana Four Star School, an Exemplary Status under the No Child Left Behind Act, and an Indiana Chamber of Commerce "Best Buy". As a Career Majors Academy, the Northeast Indiana Workforce Investment Board in 2004 and 2005 awarded LHS for its commitment in preparing graduates to successfully transition to life after high school with two awards: Excellence in Education and Excellence in Public Policy and Leadership.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

ISTEP is the Indiana exam used to meet NCLB and AYP. The exam concentrates on the essential skills in mathematics and language arts for grades 7-10. At the state level, ISTEP serves as the assessment for meeting P.L. 221 as well. To meet P.L. 221, a school must show improvement based on a three year rolling average. Leo Jr. Sr. High School has been fortunate to have met AYP and P.L. 221 each year since the beginning of AYP and P.L. 221. At a state level, LHS has been a Four Star School for four of the past five years.

In regards to ISTEP trends, the results have been positive for all groups over the past five years. Although growth has slowed, the positive trend line is encouraging. Upon analysis of the ISTEP data, there is a significant difference between boys and girls. Girls have a significant higher score than boys on the language arts portion of the ISTEP.

To see results, the data can be found at http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=0049.

Overall, scores show that English/Language Arts scores are about four percentage points (4%) lower than Math scores on average. There is greater discrepancy among male and female students in English/Language Arts as well, with large achievement gaps (> 20%) between 8th grade males and females.

ISTEP+ data has been collected and analyzed at an individual student level for each student who failed a portion of the ISTEP+ exams. This data was disaggregated at the levels of all students, special education students, and gender. Overall scores along with subscores of all academic standards areas measured by the exams were diagnosed. It was hoped that trends showing those standards of weakest student performance would become evident. However, detailed examination shows that students who did not pass the ISTEP+ exam in totality did not pass any of the academic standards subscores ($x \geq 90\%$). There were no significant differences in the number of academic standards areas passed between all students, special education students, and gender breakdowns. In light of the emphasis placed on literacy and reading goals, it is important to recognize that the lowest standard strand identified by the ISTEP+ exams across all grade levels and in both males and females, is writing applications. Qualitative empirical data suggests a connect between lower writing application scores and reading strategies exists.

Trend data shows positive trends (62.5%) over four years in the Reading Vocabulary and Reading Comprehension subtest areas. However, detailed analysis of data confirms gender discrepancies among all grade levels in these strand areas. Females outperformed their male counterparts on average between 7.75 and 12.25 points over four years in Reading Vocabulary and Reading Comprehension. Language Arts scores fell below Mathematics scores in all grade levels. ISTEP+ test scores were examined at each standard by grade level, looking at overall totals, gender, socio-economic status, general education and special education students. Special Education and Free/Reduced populations show the largest discrepancies in scores. Despite the population size of these two groups not being large enough to provide a statistically significant confidence interval, the sample is large enough to draw “safe” assumptions. There are significant achievement gaps among Free/Reduced and Special Education students on ISTEP+ performance in both Language Arts and Mathematics. Language Arts scores reflect the most significant weakness in Reading, Language Conventions, and Writing Process standards.

2. **Using Assessment Results:**

ISTEP data is utilized by classroom teachers to define cooperative learning groups and provide course recommendations for students. Individual students who have failed the ISTEP are provided detailed analysis

of deficiencies with mentoring to resolve them. On a building level, trends are analyzed and specific whole school strategies are developed to improve ISTEP scores. These strategies form the basis for the school improvement plan that drives staff development.

3. **Communicating Assessment Results:**

Individual student results are mailed to each students parent/guardian. Likewise, the whole school ISTEP assessment data is published in the local newspapers. Indiana Department of Education also publishes the data on the Indiana government web site.

4. **Sharing Success:**

LHS as a member of the Successful Practices Network has an on-going process to facilitate school visitations and inquiries. During the past several years, schools have visited LHS to obtain information about its implementation of the Career Majors Academy. Specifically, LHS provides information on student internships, project based curriculum and the organizational structure to ensure successful implementation. As a 2008 National Model School and having presented at the national conference for the International Center of Leadership in Education, LHS is continuously being visited and contacted to share its best practices.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

It is the belief of the faculty and administration of Leo Jr./Sr. High School that all students learn by infusing real-world, experiential activities with a rigorous and relevant curriculum.

Leo Jr./Sr. High School offers a diverse curriculum to meet the needs of all students. Educational programs consist of standard academic core courses, accelerated and full-year mathematics courses, Advanced Placement courses in Calculus, Chemistry, English Literature, English Language, US History, and US Government. Leo Jr./Sr. High School offers Project Lead the Way Engineering and Biomedical programs, dual-credit courses with area post-secondary institutions, and CISCO networking courses. At-risk students have access to peer-remediation/tutoring opportunities, in-class tutoring, and ISTEP remediation courses. In the area of fine arts, students have the opportunity to have music and band from 7th-12th grade. Likewise, drama and visual arts are available. Regarding world languages, students as early as 7th grade may enroll in a general world language course leading to high school courses in Spanish in which 8th graders may enroll. Recently, a dual-credit arrangement with Indiana University Purdue University Fort Wayne has been arranged for 11th and 12th graders to enroll in French, German, Chinese, and Arabic. From an extra-curricular view, students may participate in musicals, drama plays, instrumental and vocal competitons, and art competitions. Lastly, LHS has a state leading vocational program providing career courses and student internships for all students.

Most instruction is traditional. However, there is a concentrated effort to have core subject teachers implement project based learning. This concentrated effort was initiated four years ago and every teacher has at least two project based learning units. Likewise, with the addition of Project Lead the Way curriculum, more students are engaged in instructional delivery that requires teaming and problem solving.

2b. **(Secondary Schools) English:**

English language curriculum favors a comprehensive academic and honors program leading students to Advanced Placement courses in their 11th and 12th grades. To support the program, it was decided by a curriculum team to encourage students to stretch their learning thus the focus on academic and advanced placement curriculum.

In regards to improving reading, in the 7th grade students are involved in a reading course to equip them with the tools to read in the core content areas. Also, 7th-10th grade students participate in the Accelerated Reader program as part of the English language curriculum. Finally, for those students who are struggling with reading, a resource room is provided with a peer tutor to assist in overcoming their deficiencies.

3. **Additional Curriculum Area:**

In the area of science, curriculum has been adopted to provide project based learning. Specifically, Project Lead the Way Biomedical Science is offerred for those students interested in the Health and Related Science Career Pathway. Furthermore, teachers have been trained to utilize distance learning equipment to their science curriculum to life through the use of the Internet. An example would be a knee surgery performed at Ohio State University but telecast in Leo, Indiana in a classroom. The surgeon interacts with the students who have completed a project based learning unit culminating their Anatomy/Physiology curriculum. Again, this is instruction and curriculum that bring real world application to our students while being rigorous.

4. **Instructional Methods:**

Because special education students are mainstreamed into the general education classes, teachers concentrate on differentiating their instruction to move all students to mastery of core standards. Also, an effort is made to support general education teachers who have special education students with a team teacher who specializes in this area. It is important to realize that all students must be successful in mastering the core standards in Indiana. Therefore, the need to differentiate instruction is mandatory.

5. **Professional Development:**

As a district, professional development has focused on curriculum mapping with all teachers involved. At the LHS building level, the educators have come together to insure common vocabulary in the core subjects that have led to greater consistency and greater retention and understanding by students of standards. Because curriculum mapping requires the logging of standards taught, not planned to be taught, the evidence of curriculum taught to students is obvious. Furthermore, it allows for inter-disciplinary teaching because teachers are aware of content that has application in their area as well as other areas. Another professional development program has been project-based learning. After numerous training sessions, teachers are implementing lessons utilizing project based learning to expand the problem solving of students in unpredictable, high level applications. Without a doubt, the impact on student mastery of standards has been directly related to new delivery systems like project base learning, new curriculum like Project Lead the Way, and more vocabulary consistency. Students want more of it!

6. **School Leadership:**

School leadership at Leo Jr.Sr. High School is a collaborative governance model. The leadership is both top down and bottom up. The task of instructional leadership is shared by design among many members of the administration and faculty. The tone of shared, collaborative leadership is the result of Dr. Mark Daniel, the principal of the school for the past ten years. Dialogue, discussions, focus groups, and study groups operate continuously with teachers, administration, parents, and community as part of the school culture to identify and solve problems.

The building operates with a School Improvement Plan that outlines the goals, activities, and expected outcomes unique to the building, as well as those established district-wide. Faculty meetings review new initiatives that have been researched by a study group of teachers, define a course of action, and set a timeline for implementation. The administration meets bi-weekly with Career Academy directors. Each academy has an Advisory Council of community and business leaders, teachers, students, and administration. The Career Major Leadership Team strives to establish partnerships with chambers of commerce, institutions of higher education, hospitals, service agencies, and government. The next major initiative under discussion at the school is the possibility of providing even closer links to postsecondary education and college level credits.

The leadership of Dr. Daniel is pervasive in its openness and support for building the local capacity of teachers and students. As an example, he meets regularly with the InterAct Club composed of class officers and officers from other clubs. Students readily acknowledge that they are expected to be part of the solution for most issues that arise in the school. They feel that they are a valuable part of the problem-solving mechanism. Administrative leadership has created a strong working set of partners in the decision-making process among teachers, administrators, students, and other key stakeholders.

Culture, Culture, Culture-the learning environment is supportive of all learners regardless of their place on the learning curve. Staff has continued to maintain rigorous standards while implementing project-based learning that is relevant. With this combination, student engagement is improving and academic achievement is increasing as evidenced by the number of academic honors diplomas, SAT and ISTEP scores. Likewise, using a collaborative governance model, the culture is sustained with stakeholder ownership.

Finally, students and staff are believers of service above self. This is evidenced by students and staff organizing tutoring programs for students; serving in local soup kitchens; donating to local food banks; participating with local Rotary Club and Lions Club; fundraising for various community programs . . . it seems endless. . .when the focus is service above self.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: ISTEP+

Edition/Publication Year: 2007 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass+	92	87	88	83	88
Pass+	19	12	15	18	0
Number of students tested	194	183	195	192	151
Percent of total students tested	99	99	99	98	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	67	81	63	69	77
Pass+	0	0	19	0	
Number of students tested	12	21	16	13	13

Notes:

2003-04 test did not have Pass+. Subgroups less than 10.

Subject: Reading Grade: 10 Test: ISTEP+

Edition/Publication Year: 2007 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass+	89	85	87	81	87
Pass+	3	3	5	7	0
Number of students tested	194	183	195	192	151
Percent of total students tested	99	99	99	98	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	58	76	81	54	69
Pass+	0	0	0	0	
Number of students tested	12	21	16	13	13

Notes:

2003-04 test had pass only (did not have Pass+) and subgroups less than 10

Subject: Mathematics Grade: 7 Test: ISTEP+

Edition/Publication Year: 2007 Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
Pass plus Pass+	91	91	88	90	
Pass+	30	30	26	33	
Number of students tested	195	209	199	172	
Percent of total students tested	99	100	99	98	
Number of students alternatively assessed			22		
Percent of students alternatively assessed			11		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	87	83	76	53	
Pass+	40	22	14	16	
Number of students tested	15	18	21	19	

Notes:

No test in 2003-04. Subgroups less than 10.

Subject: Reading Grade: 7 Test: English/LA

Edition/Publication Year: 2007 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
Pass plus Pass+	88	84	83	84	
Pass+	20	11	13	17	
Number of students tested	195	209	199	172	
Percent of total students tested	99	99	99	99	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	80	61	67	53	
Pass+	13	6	5	16	
Number of students tested	15	18	14	19	

Notes:

No test for 7th grade in 2003-04. Less than 10 in other subgroups

Subject: Mathematics Grade: 8 Test: ISTEP+

Edition/Publication Year: 2007 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass+	85	84	89	81	83
Pass+	25	20	28	22	24
Number of students tested	209	206	182	179	189
Percent of total students tested	100	100	98	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	88	80	77	71	58
Pass+	12	15	15	14	16
Number of students tested	17	20	13	14	19

Notes:

Less than 10 in subgroups

Subject: Reading Grade: 8 Test: ISTEP+

Edition/Publication Year: 2007 Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	Sep
SCHOOL SCORES					
Pass plus Pass+	78	82	85	81	75
Pass+	4	13	8	11	5
Number of students tested	209	206	182	179	189
Percent of total students tested	100	100	98	99	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	88	65	62	71	42
Pass+	12	5	15	0	0
Number of students tested	17	20	13	14	19

Notes:

subgroups less than 10%

Subject: Mathematics Grade: 9 Test: ISTEP+

Edition/Publication Year: 2007 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
Pass plus Pass+	88	91	89	88	
Pass+	17	26	21	18	
Number of students tested	218	197	178	190	
Percent of total students tested	100	99	98	99	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	79	88	75	63	
Pass+	13	13	6	5	
Number of students tested	24	16	16	19	

Notes:

No test for 9th grade in 2003-04. Subgroups less than 10.

Subject: Reading Grade: 9 Test: ISTEP+

Edition/Publication Year: 2007 Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Sep	Sep	Sep	Sep	
SCHOOL SCORES					
Pass plus Pass+	85	86	88	78	
Pass+	15	12	8	7	
Number of students tested	218	197	178	190	
Percent of total students tested	100	99	99	98	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass plus Pass+	75	69	63	47	
Pass+	21	6	0	5	
Number of students tested	24	16	16	19	

Notes:

9th grade did not test in 2003-04. Subgroups less than 10