

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name West Lafayette Jr/Sr High School (As it should appear in the official records)

School Mailing Address 1105 North Grant Street (If address is P.O. Box, also include street address)

West Lafayette, IN 47906 City State Zip Code+4 (9 digits total)

Tel.(765) 746-0400 Fax (765) 746-0422

Website/URL www.k12.in.us Email LesleyD@wl.k12.in.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.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Stella Batagiannis (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Lafayette Community School Corporation, 1130 N. Salisbury, West Lafayette, IN 47906, (765) 746-1602.

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

(Superintendent's Signature) Date

Name of School Board President/Chairperson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _ 2_ Elementary schools
 _____ Middle schools
 _ 1_ Junior/senior high school (combined)
 _ 3_ TOTAL
2. District Per Pupil Expenditure: __\$9314_
 Average State Per Pupil Expenditure: __\$6054_

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. 3 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school: (2002-03 data)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	69	74	143
1				8	80	103	183
2				9	84	102	186
3				10	108	80	188
4				11	74	98	172
5				12	77	81	158
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							1030

6. Racial/ethnic composition of the students in the school:
- | |
|-------------------------------------|
| 79.0 % White |
| 4.0% Black or African American |
| 2.0% Hispanic or Latino |
| 14.0 % Asian/Pacific Islander |
| 0.0% American Indian/Alaskan Native |
| 1.0% Multicultural |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 5.57%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.) (2001-2002 results)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	63
(4)	Total number of students in the school as of October 1	1130
(5)	Subtotal in row (3) divided by total in row (4)	.0557
(6)	Amount in row (5) multiplied by 100	5.57

8. Limited English Proficient students in the school: 2.2%
25 Total Number Limited English Proficient
 Number of languages represented: 8
 Specify languages: Arabic, Chinese, French, Hindi, Japanese, Korean, Russian, Swahili

9. Students eligible for free/reduced-priced meals: 6.4%
66 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8.54%
88Total Number of Students Served

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

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>7</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>52</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>8</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
	<u>16</u> Emotional Disability

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>13</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>18</u>	<u>9</u>
Total number	<u>80</u>	<u>22</u>

12. Student-“classroom teacher” ratio: 21.32

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.95	97.8%	96.7%	97.2%	97.4%
Daily teacher attendance	95%	96%	95%	96%	96%
Teacher turnover rate	3%	4%	3%	12%	4%
Student dropout rate	.000	.002	.008	.004	.004
Student drop-off rate	76%	16%	23.8%	20%	16.6%

West Lafayette Jr/Sr High School has a very low student drop out rate. In each of the years analyzed, less than 1% of our students dropped out. In the 2001-2002 school year, no students dropped out of school. It is also important to note that the high student drop off rate indicates clearly more students entered our school than left. We typically have around ten more students entering than leaving. During the 2001-2002 school year over 40 more students entered than left.

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	146
Enrolled in a 4-year college or university	92.0%
Enrolled in a community college	4.0%
Enrolled in vocational training	0.0%
Found employment	2.0%
Military service	2.0%
Other (travel, staying home, etc.)	0.0%
Unknown	0.0%
Total	100%

PART III - SUMMARY

West Lafayette Jr/Sr High School is a public secondary school located in the community of West Lafayette, Indiana. The building serves a 7-12 populations and sits adjacent to Purdue University. Two elementary school ultimately track into the Junior/Senior High School. The West Lafayette community has a permanent population of 27,000. This number balloons, when Purdue University is in session, to about 63,000. Our school district consists of single-family homes, condominiums, apartment complexes, and numerous rental properties used predominantly by Purdue students, as well as industrial parks and businesses.

The West Lafayette Community School Corporation boundaries are fixed. After completion of a newly developed subdivision on the northern edge of the city limits, no additional land will be available for housing growth within the school district. The student population in the corporation is relatively stable with minor fluctuations noted from year to year. West Lafayette Jr/Sr High School is providing educational services for 1,029 students this school year. During the 1997-'98 school year, 970 students were enrolled in our school. We have experienced a staggered growth in numbers at the Jr/Sr High School over the past four years and now house more students than in the previous ten years. Our school has undertaken efforts to promote the positive accomplishments of our students in an effort to attract move-in students, and/or tuition paying students. We feel this is one of the primary reasons for the student population growth we have recently experienced.

The international reputation of Purdue University, Subaru-Isuzu, Great Lakes Chemical Co., Eli Lilly Co., Arnett Medical Clinic and various small businesses attract individuals from all parts of the world to the West Lafayette area. Many students from diverse cultural backgrounds enhance the student body. Of the 1,029 students presently enrolled in our school, the following breakdown of ethnicity exists: 1% Multiracial, 2% Hispanic, 4% Black, 14% Asian, and 79% White. Students report 27 different primary languages spoken in their homes. West Lafayette Jr/Sr High School receives about 15 students each year who require assistance in English as A New Language program.

The mission of our school is to help prepare student to meet the challenges of the twenty-first century. In partnership with the community we will cultivate: the academic, artistic, physical and social growth of the individual; a love of learning that will sustain growth beyond formal education; respect for themselves and others; problem solving skills; the ability to deal effectively with people from different backgrounds, societies, and cultures; the adaptability in thinking needed to take their places as productive members of a global society.

Our school has received numerous awards during the recent years. For 10 straight years we have been designated as a Four-Star School in the State of Indiana. We have received School Improvement Awards from the State of Indiana for the past 6 years, and several national magazines have noted our school as one of the best. We are proud of school and use the motto "RDP – Red Devil Pride" in everything we do.

PART IV – INDICATORS OF ACADEMIC SUCCESS

ASSESSMENT RESULTS IN READING (LANGUAGE ARTS OR ENGLISH) AND MATH

Students at West Lafayette Jr/Sr High School continue to perform well on the various tests used to measure academic successes. 2002-2003 results indicate our sophomores had the second highest scores of all grade 10 students tested on the Indiana criterion referenced I.S.T.E.P. Graduation Qualifying Exams. Eighty-nine percent of our sophomores exceeded the minimum standards for Language Arts while 96% of our students exceeded the minimum standards for Mathematics.

This continues a trend of West Lafayette students ranking at, or near the top of scores used to determine graduation status in the State of Indiana. In 2001-2002, 88% of our sophomores exceeded Language Arts minimum standards while 91% exceeded minimum standards in Mathematics. During 2000-2001 the sophomores had 98% of the class exceeding minimum standards in Language Arts and 96% exceeding minimum scores in Mathematics. And finally, during the 1999-2000 school year 91% of our sophomores exceeded standards in Language Arts while 96% exceeded Math minimum standards.

For each of the previous three years 100% of our students have taken the I.S.T.E.P. Graduation Qualifying Exams. We have excluded no students from testing. No matter what the level of language proficiency, or classification under Article 7, we feel it is an important barometer of our students' progress to conduct regular testing. Our students have excelled in this State of Indiana testing program without any special test preparation techniques or strategies being used. Our staff feels our curriculum is aligned with the Indiana's State Standards, thus preparing our students for this evaluation.

Another testing program serving as an indicator of successful assessment is the Scholastic Aptitude Test. For each of the previous three school years, 1999-2000 through the 2001-2002, nearly all seniors completed the testing. Only 1 student in the 2001-2002 school year did not take the verbal section of the exam. In each of the other two years 100% of our seniors participated. Our seniors exceeded the national mean scaled scores for the Verbal portion by 66, 68, and 62 points. In the Math sections, our students exceeded the national mean scaled scores by 93, 96, 77 points. The combined average scaled score for a senior at West Lafayette in the 2001-2002 school year was 1179, far exceeding state and national averages.

The final test we will look at is the Preliminary Scholastic Aptitude Test. Every year, 100% of our sophomore takes this test. Again, exclusions in our school do not exist for this test. This aptitude test reflects similar results to the Scholastic Aptitude Testing program. During the three-year examination period used for consideration of the Blue Ribbon Award status, our sophomores consistently scored well. The true measure of these results can be found in the number of National Merit Semi-Finalists and Finalists a school captures. For relatively small classes, we have double-digit numbers of semi finalists and finalists.

How West Lafayette Jr/Sr High School uses assessment data

Assessment data are used in a variety of ways by the faculty and administration of West Lafayette Jr/Sr High School. Disaggregation of standardized test scores revealed that the needs of English as a Second Language (ESL) students were not being met. This information was used to implement an improved school wide ESL program. Both the Mathematics and English departments review standardized test

scores and use them to assess student performance and to modify curriculum if it is indicated. In addition, student performance on standardized tests such as the PSAT, SAT, and Terra Nova is used is utilized to help ensure appropriate individual student placement. Greater Lafayette Area Special Services (GLASS) testing is used in the development of Individual Education Plans (IEP) and other adaptive plans. Some departments, such as Mathematics and Foreign Language, administer tests sponsored by national and/or state teacher associations in order to assess student progress. Most teachers administer final examinations and use the results to assess the effectiveness of instruction and to make appropriate changes. Teachers of advanced placement courses examine student test scores and use this information to modify instruction when necessary.

How West Lafayette Junior/Senior High School communicates student performance to parents, students, and the community:

West Lafayette Jr/Sr High School communicates student performance, including assessment data, to parents and the community in a variety of ways. All parents receive individual data sheets and the corporation newsletter. The Jr. and Sr. High Schools also send newsletters to parents of students enrolled. Teachers e-mail progress updates to parents, and report cards are sent home at the end of each nine-week grading period. Bi-weekly progress reports are sent to parents of 504 and GEI students when needed, and weekly and/or bi-weekly progress reports are sent to parents of all students who have an IEP. In addition, these students' parents are sent quarterly reports about progress made on IEP goals and objectives. Parents are invited to an open house in the fall and to conferences throughout the school year. They also receive notice of remediation opportunities for students who fall below standard. Many teachers maintain regular telephone contact with parents and/or send home "Good News" notes apprising parents of positive achievements by their student. The school also maintains a web site and publishes accomplishments of its students in the local news media, including TV, radio and newspaper.

How West Lafayette Jr/Sr High School shares Its successes with other schools

West Lafayette Jr/Sr High School faculty share their successes with other schools. Many of our teachers are invited to make presentations at conferences, workshops, and in-services at the local, state, and national level. Faculty publishes books, articles, and curriculum to be adopted by schools throughout the country. Some of our teachers serve as adjunct faculty at other educational institutions such as Purdue University, Wesleyan University, and at Ivy Technical College, a community college of Indiana. The administrative staff and school board members have presented at conferences sharing successes, techniques, and procedures with other school corporations. The news media present articles and stories about students and faculty that express innovative educational ideas and how they are applying these ideas in public education. Faculty and staff share their ideas informally with other educational professionals through e-mail, student teachers, internships, and other informal gatherings.

PART V – CURRICULUM AND INSTRUCTION

Describing the West Lafayette Jr/Sr High School curriculum and how all students are engaged with significant content, based on high standards

The broad-based curriculum of West Lafayette Junior / Senior High School encompasses thirteen departments with course levels ranging through AP and honors courses. University courses are available through a partnership with Purdue University. Articulated agreements with Ivy Tech State College / Community College of Indiana, Purdue University, and other community institutions provide additional opportunities in technology, business, and vocational areas. The curriculum provides for students of all interests and ability levels to focus on positive outcomes. Important adjuncts to our curriculum are student out-reach programs through which students extend their learning experiences by developing programs in the elementary schools and community. These activities include our cadet teaching experience and programs of the FACS and foreign language departments.

This challenging curriculum undergoes constant revision, incorporating latest developments, standards, and technology. Departments offer a wide variety of elective courses. English, foreign language, math, physical education, and health curricula are aligned with the Indiana State Standards. Social studies and science departments are currently correlating their curricula with those standards.

Business and computer courses provide varied experiences through formatting, applications, and college level and AP courses. Business and Personal Law, Business College Level, and Accounting bring contemporary relevance to the program.

Beyond family and consumer science courses, the FACS department offers courses in nutrition and wellness, advanced nutrition and foods, textiles, housing, human development, and adult roles and responsibilities. Through our FACS department students receive instruction in all phases of family life and individual and community well being.

An important component of the curriculum is the fine arts department. Art courses include painting, drawing, ceramics, and photography. Music courses include orchestra, vocal music, intermediate chorus, advanced chorus, band, and percussion. Experiences in music theory and appreciation are included. Thirty-four percent of our students are involved in these programs.

The foreign language department is comprised of four-year sequences in three languages: French, German, and Spanish, including AP courses. A two-year program in Japanese is available through a cooperative program with area schools. ESL is a vital component of the department and provides instruction for students from a variety of backgrounds.

In addition to state requirements, the physical education and health department offers advanced electives.

The science curriculum offers multi-level courses in earth science, biological sciences, chemistry, and physics, including Physics for Engineers and Scientists. The laboratory-oriented curricula provide a wide range of experiences acquainting students with the scientific principles of our world and providing preparation for advanced level science activities and AP exams.

The social studies curriculum includes multi-level courses in all disciplines and a required World History course. Psychology, International Relations and Current Events offerings add a global dimension to the curriculum.

Technical education focuses on sophisticated professional and industry-related courses.

Vocational education is a cooperative program with community resources and provides students an

opportunity to strengthen their skills and provide for a productive future.

English and mathematics departments' curricula are outlined in sub-sections 2 and 3.

Our total curriculum is enhanced by the services of the Learning Resource Center, the Media Center, and technology support personnel.

The strength of our curriculum is evidenced by the success of our students. Performance results in AP and other college placement instruments is exceptionally high, and each year at least ten percent of our seniors are recognized by the National Merit Board. Hundreds of thousands of dollars in scholarship money are awarded to our seniors annually. Our students consistently earn admission and scholarships to prestigious universities and, upon graduation, serve in upper-echelon careers.

West Lafayette Jr/Sr High School's English language curriculum

West Lafayette Junior/Senior High School has an elaborate number of elective courses as well as required courses that are correlated to the state standards, NCTE guidelines, and current trends in education. Our 7-12 Language Arts curriculum begins with 7th and 8th grade programs that emphasize skill building in reading, writing, listening and speaking. Furthering this scaffold in high school, our graduates complete a two semester common curriculum in 9th grade, followed by two semesters of American literature, one semester of British literature and a semester long composition class. Innovations in technology are quite evident in our teaching with assignments in our five computer labs, power point presentations, and mini-dvd film editing capabilities.

Our last NCA/PBA report describes our array of one-semester electives as remarkable for a small high school. We offer elective courses in reading development, debate, contemporary literature, Biblical literature, journalism, film literature, mass media, world literature, great novels, etymology, publications, honors sections in grades 9 and 10, in addition to AP English Literature and Composition. An elective creative writing course is popular in grades 7-8.

Close examination of reading and other language arts skills from normed test scores or our local special education consortium (GLASS) evaluations give us guidance as to which students need our basic level 9th grade class, composition course, reading development class, ESL placement, special tutoring services, or resource room assignment. Students not passing the state-mandated ISTEP exams in their first attempt have remediation opportunities before their next testing date.

Testimonials from alumni, scholarship opportunities, national debate qualifiers, a 90% ranking of four's or five's on AP exams, and consistent placement in the Purdue state-wide writing contest as well as NCTE recognitions in writing for over 25 years give us some excellent feedback as to the quality instruction students receive in language arts at WLJHS/HS.

West Lafayette Jr/Sr High School's mathematics curriculum

The mathematics curriculum at West Lafayette Jr/Sr High School provides a wide and flexible array of course offerings designed to help the corporation strive to meet its stated mission. The math staff, using resources at Purdue University and within the community, provides students with a diverse set of course offerings and experiences in an attempt to meet the needs of all types and levels of learners. Students are encouraged and allowed to grow mathematically to their highest level by placing them into classes that are best suited to their abilities. A variety of course levels are designed to help students find the place in which they will both be challenged and successful mathematically. Classroom activities are designed to foster mathematical growth through discussion and investigation. This is done specifically to help students develop an intellectual curiosity in mathematics, as well as other areas, that will continue to be an integral part of their life-long learning process. Various strategies and alternative methods for achieving solutions

to problems are openly discussed in classrooms allowing students to see that many problems can often be approached in a variety of equally valid ways.

Instructional methods used at West Lafayette Jr/Sr High School

West Lafayette Jr/Sr High School staff uses many and varied instructional methods at every turn during the student's day. Computers are available in labs, each classroom, study halls, and the Media Center. Our Low Incidence Disability students help make, bake and sell cookies and provide our student body opportunities to help them and interact with them while buying those cookies. They are used in our photography and art classes, in music classes, and in our Social Science and Science classes for the analysis of data. In the Math and Science departments, in addition to computers, smart boards are used for teachers to share their database information with each other as well as allow students to use that database to create their own presentations. This begins in the 7th grade and continues through the 12th grade Math and Science programs. Instructional methods also move outside the classroom to others schools in the form of cadet teaching, field trips, local, state and national competition in art and photography, as well as science, math and robotics.

The abilities and willingness of our staff to spend inordinate amounts of time to bring creative, meaningful and engaging instructional methods to our students coupled with a supportive administration is evident in the continued success of our students after they leave high school.

West Lafayette Jr/Sr High School's professional development program

West Lafayette Junior/Senior High School has for many years offered at least two full-day professional development opportunities, along with opportunities to attend workshops and in-services activities throughout the year. In recent years, we have also applied and received approval for the six half-days allowed by the State of Indiana for professional development in-service workshops. In all instances, agendas are developed, specifying activities directed toward achieving goals related to improvement of student learning in the classroom and/or improvement of our general school curriculum and environment. Our most recent professional development activities have been geared toward achieving our Public Law 221 goal of assisting our ESL students in successfully meeting the ISTEP+ standards, and/or meeting the necessary requirements to receive a school-initiated waiver to receive a regular high school diploma. To that end, the majority of professional development time during the 2002-03 school year has been devoted to becoming aware of various ways in which ESL students learn best, learning about specific types of activities that increase the ESL students' learning opportunities, and finding out how to most effectively incorporate them into the regular classroom. Achievement of this particular goal in student learning will be based on continual improvement in the number of ESL students meeting the ISTEP+ standards, beginning with a goal of 50 percent at the end of the first year and increasing to 70 percent by the end of the third year. The West Lafayette Community School Corporation also has a long-standing practice of encouraging professional development on the part of the individual teacher through the offering of a sixth-year program. This is a program in which the individual teacher outlines a proposal for 32 credit hours of study beyond the master's level that will enhance his/her performance in his/her accredited field(s). A committee of teachers then reviews this proposal. Once approved, the teacher is eligible for increases in salary based on various stages of completion of this coursework.

DATA DISPLAY TABLES

Grade 10 ISTEP

Data Display Table for Reading (Language Arts or English) and Mathematics

Language Arts

	2001- 2002	2000- 2001	1999- 2000	1998- 1999	1997- 1998
Testing month	Sept.	Sept.	Sept.	x	x
SCHOOL MEDIAN SCORE	545	566	549.6	x	x
At or Above Basic				x	x
At or Above Proficient; Above Standard	150/88%	154/98%	138/91%	x	x
At Advanced				x	x
Number of students tested	171	157	151	x	x
Percent of total students tested	100	100	100	x	x
Number of students excluded	0	0	0	x	x
Percent of students excluded	0	0	0	x	x
STATE SCORES					
TOTAL					
Basic Academic Standards Score	466	466	466	x	x
State Mean Score					
At or above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present at least three years of data to show decreasing disparity among subgroups. Some subgroup examples are: (a) Socioeconomic Status (e.g. eligible for free and reduced meals, not eligible for free and reduced meals); (b) Ethnicity (e.g. White, Black, or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

DATA DISPLAY TABLES

Grade 10 ISTEP

Data Display Table for Reading (Language Arts or English) and Mathematics

Mathematics

	2001- 2002	2000- 2001	1999- 2000	1998- 1999	1997- 1998
Testing month	Sept.	Sept.	Sept.	x	x
SCHOOL MEDIAN SCORE	555.4	571	569.4	x	x
At or Above Basic				x	x
At or Above Proficient; Above Standard	156/91%	151/96%	145/96%	x	x
At Advanced				x	x
Number of students tested	171	157	151	x	x
Percent of total students tested	100	100	100	x	x
Number of students excluded	0	0	0	x	x
Percent of students excluded	0	0	0	x	x
STATE SCORES					
TOTAL					
Basic Academic Standards Score	486	486	486	x	x
State Mean Score					
At or above Proficient					
State Mean Score					
At Advanced					
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present at least three years of data to show decreasing disparity among subgroups. Some subgroup examples are: (a) Socioeconomic Status (e.g. eligible for free and reduced meals, not eligible for free and reduced meals); (b) Ethnicity (e.g. White, Black, or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

DATA DISPLAY TABLES

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 12 Test Scholastic Aptitude Test

Edition/publication year _____ Publisher College Board

What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

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

Verbal

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Summary of year				
SCHOOL SCORES					
Total Score	570	574	567	552	554
Number of students tested	146	145	165	139	142
Percent of total students tested	99	100	100	100	95
Number of students excluded	1	0	0	0	7
Percent of students excluded	1	0	0	0	5
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	504	506	505	505	505
STANDARD DEVIATIONS					
Total Standard Deviation					

DATA DISPLAY TABLES

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade _____ Test _____ Scholastic Aptitude Test _____
 Edition/publication year _____ Publisher _____ College Board _____

What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

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

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Summary of year				
SCHOOL SCORES					
Total Score	609	610	591	592	591
Number of students tested	146	145	165	139	142
Percent of total students tested	99	100	100	100	95
Number of students excluded	1	0	0	0	7
Percent of students excluded	1	0	0	0	5
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	516	514	514	511	512
STANDARD DEVIATIONS					
Total Standard Deviation					

DATA DISPLAY TABLES

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 11 Test Preliminary Scholastic Aptitude Test

Edition/publication year _____ Publisher College Board

What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

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

Verbal

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score Mean	56	53.7	54	52.6	54
Number of students tested	156	146	142	168	127
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	n/a	n/a	n/a	47.8	48.7
STANDARD DEVIATIONS					
Total Standard Deviation	n/a	n/a	n/a	10.06	10.4

DATA DISPLAY TABLES

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 11 Test Preliminary Scholastic Aptitude Test
 Edition/publication year _____ Publisher College Board

What groups were excluded from testing? Why, and how were they assessed? No groups excluded.

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

Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Oct.	Oct.	Oct.	Oct.	Oct.
SCHOOL SCORES					
Total Score Mean	58.5	57.4	57.7	56.5	57.1
Number of students tested	156	146	142	168	127
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score Mean	n/a	n/a	n/a	48.6	48.7
STANDARD DEVIATIONS					
Total Standard Deviation	n/a	n/a	n/a	10.6	10.1