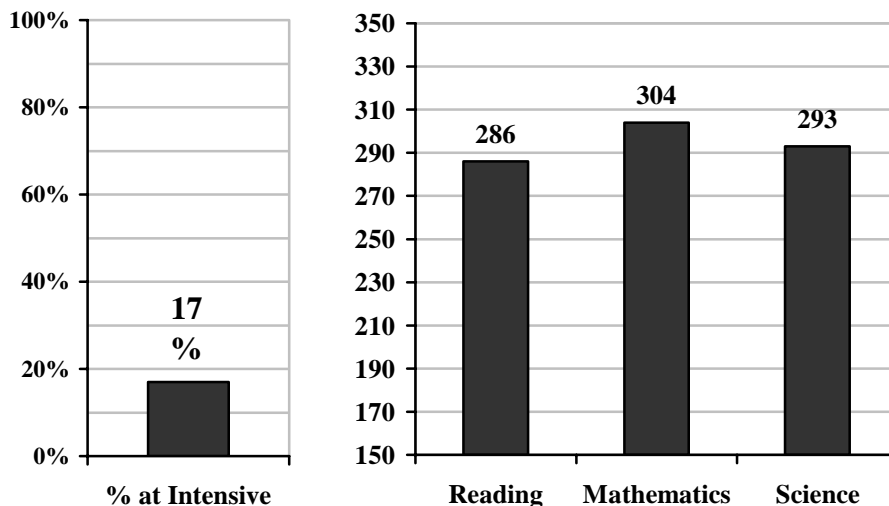
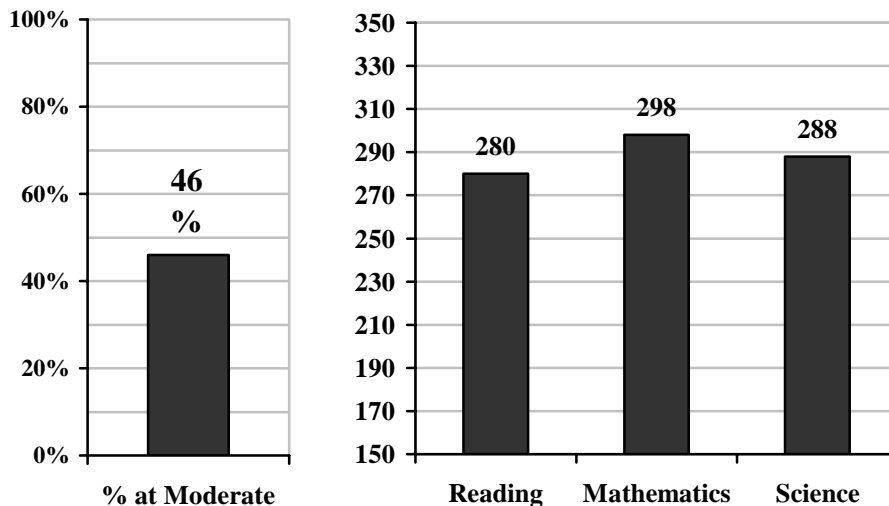


# Emphasis on High Expectations

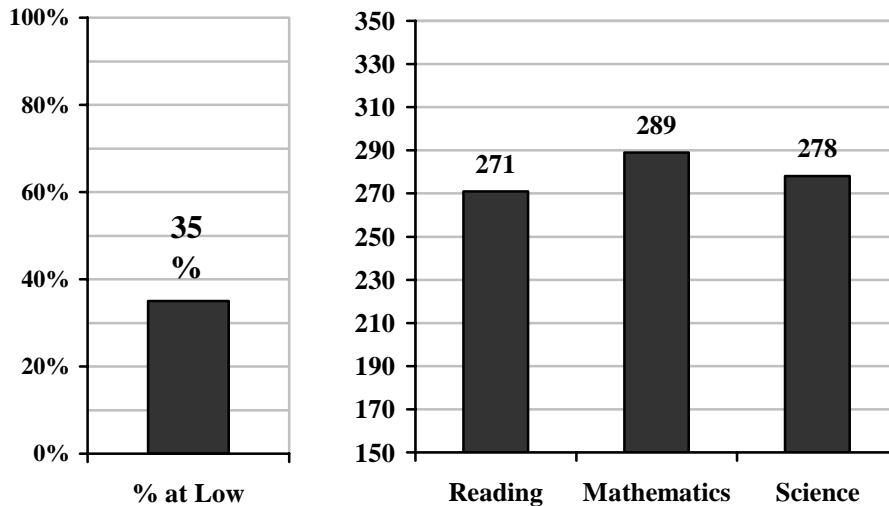
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### High Expectations Indicators

Students reported that:

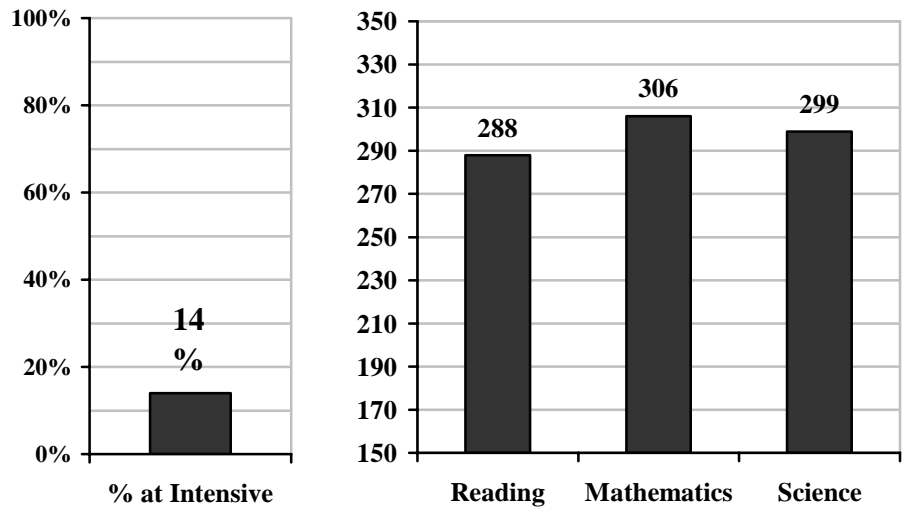
- Their teachers clearly indicated the amount and quality of work that are necessary to earn a grade of “A” or “B” at the beginning of a project or unit **often**.
- Their teachers were **frequently** available before, during or after school to help them with their studies.
- They usually spent, overall, **one or more hours** on homework each day.
- They revised their essays or other written work several times to improve their quality **often**.
- They worked hard to meet high standards on assignments **often**.

Intensive: 4 to 5 items  
 Moderate: 2 to 3 items  
 Low: 0 to 1 items

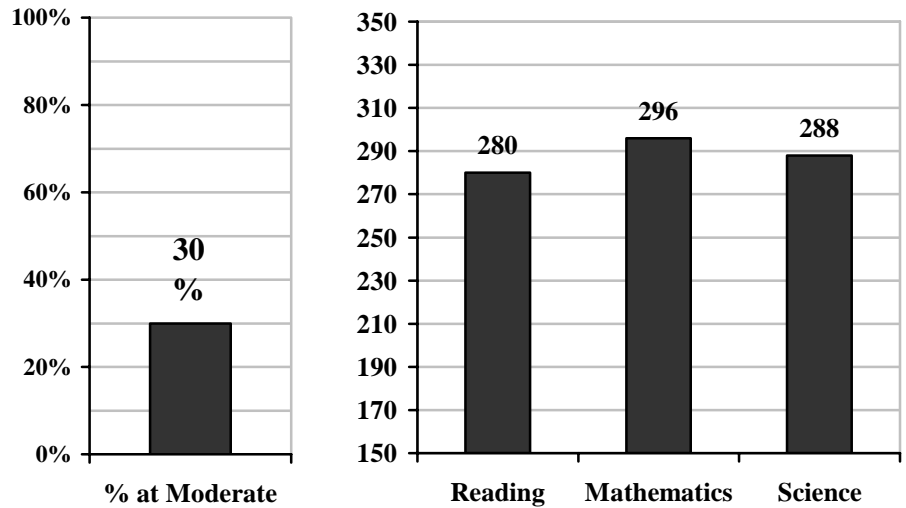
1 percent of students at this school did not respond to one or more components of the index.

# Emphasis on Literacy Across the Curriculum

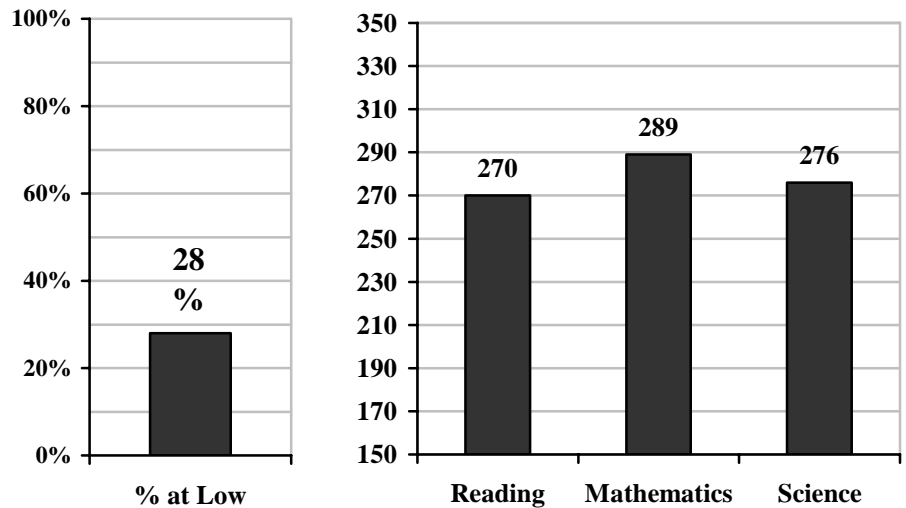
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### Literacy Across the Curriculum Indicators

Students reported that:

- They used word-processing software to complete an assignment or project **often**.
- They revised their essays or other written work several times to improve their quality **often**.
- They were asked to write in-depth explanations about a class project or activity **sometimes or often**.
- They discussed or debated with other students about what they read in English or language arts classes **at least monthly**.
- They read and interpreted technical books and manuals **at least monthly** to complete assignments in their career/technical area (CTE students only).
- They read an assigned book outside of English class and demonstrated that they understood the significance of the main ideas **at least monthly**.
- They read non-school related materials outside of class for **two or more hours** in a typical week.
- They completed short writing assignments of one to three pages for which they received a grade in their English classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their science classes **at least monthly**.
- They completed short writing assignments of one to three pages for which they received a grade in their social studies classes **at least monthly**.

Intensive: 7 to 10 items

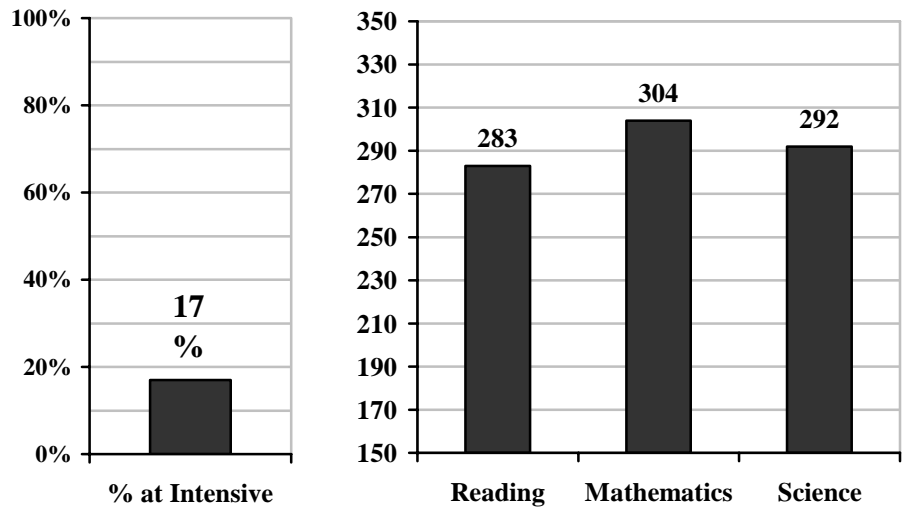
Moderate: 4 to 6 items

Low: 0 to 3 items

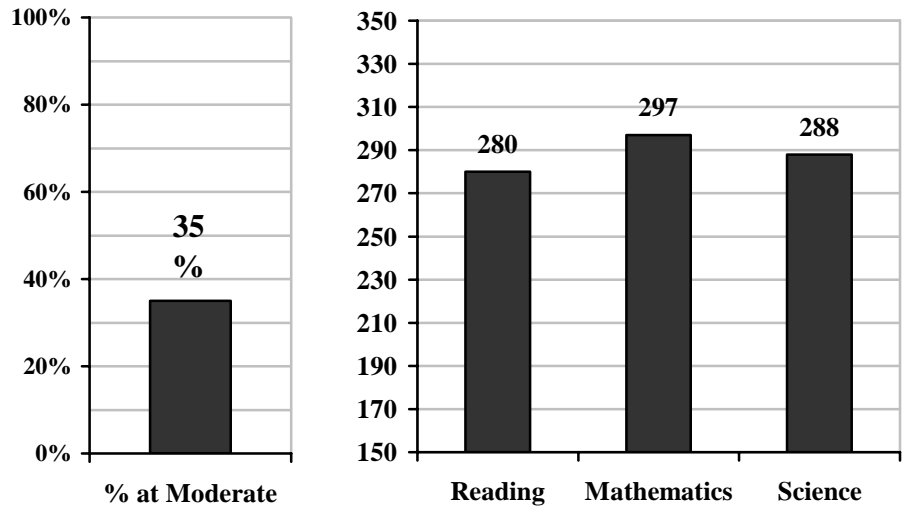
28 percent of students at this school did not respond to one or more components of the index.

# Emphasis on Numeracy Across the Curriculum

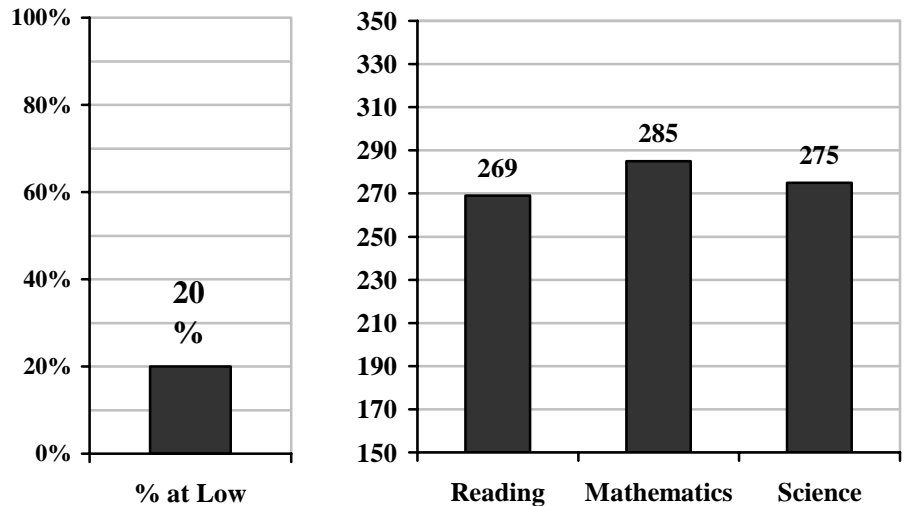
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### Numeracy Across the Curriculum Indicators

Students reported that:

- They took a mathematics class during their senior year.
- They took at least four full-year courses in mathematics in grades 9 through 12.
- Their mathematics teachers **sometimes or often** show them how mathematics concepts are used to solve problems in real-life situations.
- They used a graphing calculator to complete mathematics assignments **at least monthly**.
- They completed a mathematics project **at least monthly** that used mathematics in ways that most people would use mathematics in a work setting.
- They orally defended a process they used to solve a mathematics problem **at least weekly**.
- They worked with one or more students in their class **at least monthly** on a challenging mathematics assignment and received a group and individual grade.
- They worked in groups to brainstorm how to solve a mathematics problem **at least weekly**.
- They solved mathematics problems with more than one possible answer **at least monthly**.
- They solved mathematics problems other than those found in the textbook **at least monthly**.
- They used mathematics to complete challenging assignments in their career/technical area **at least monthly** (CTE students only).

Intensive: 8 to 11 items

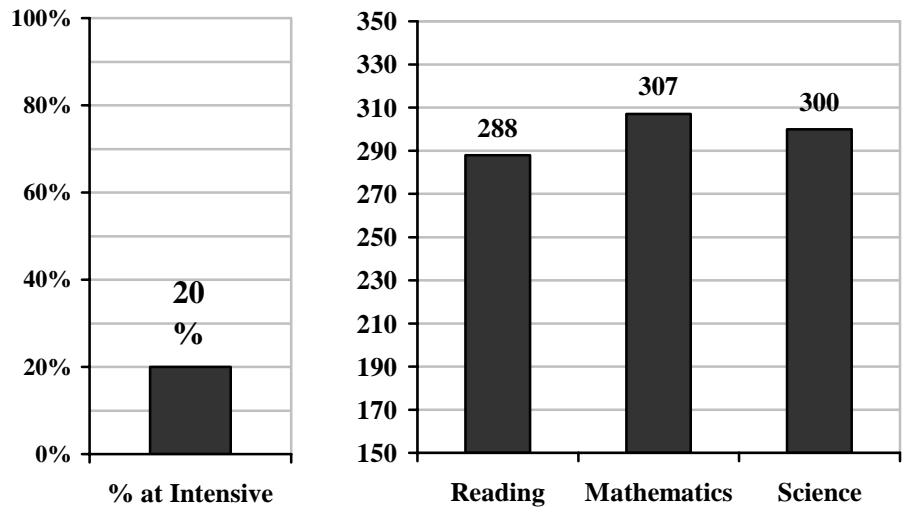
Moderate: 4 to 7 items

Low: 0 to 3 items

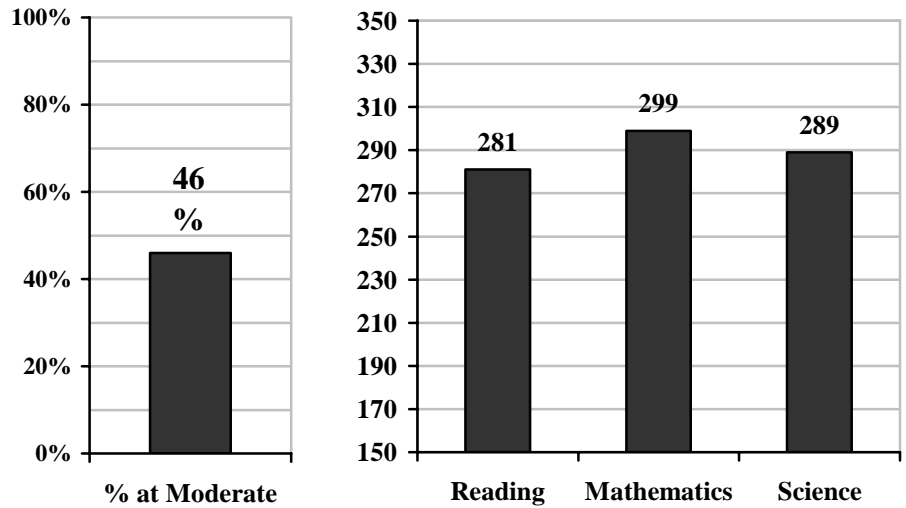
28 percent of students at this school did not respond to one or more components of the index.

# Emphasis on Challenging and Engaging Science Curriculum and Instruction

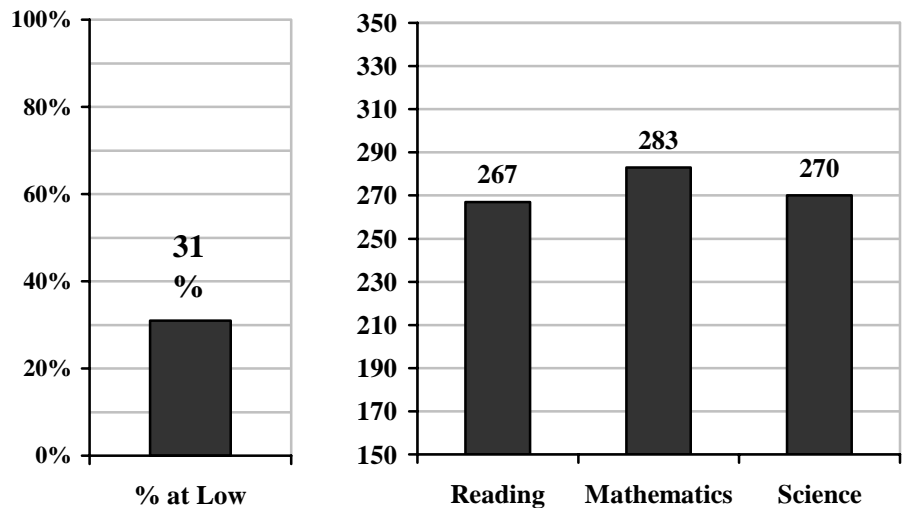
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### Engaging Science Indicators

Students reported that:

- They completed any three of the following science courses: college-preparatory physical science, college-preparatory biology/Biology 2, anatomy, college-preparatory chemistry, physics or Advanced Placement science.
- Their science teachers have shown them how scientific concepts are used to solve problems in real-life situations **often**.
- They took a science class during their senior year.
- They have used science equipment to do science activities in a laboratory with tables and sinks **at least weekly**.
- They read an assigned book (other than a textbook) or article dealing with science **at least monthly**.
- They used science equipment to do science activities in a classroom **at least monthly**.
- They worked with one or more students in their class on a challenging science assignment **at least monthly**.
- They prepared a written report of lab results for laboratory investigations in science **at least monthly**.

Intensive: 6 to 8 items

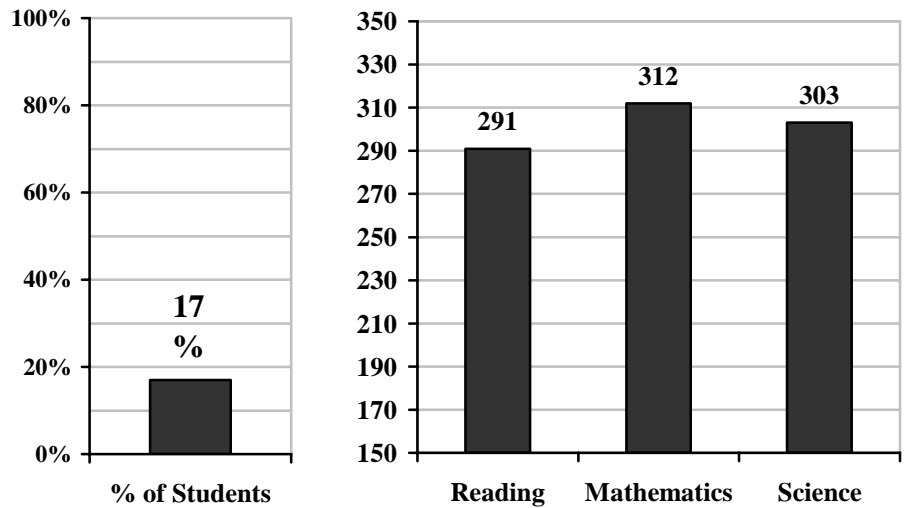
Moderate: 3 to 5 items

Low: 0 to 2 items

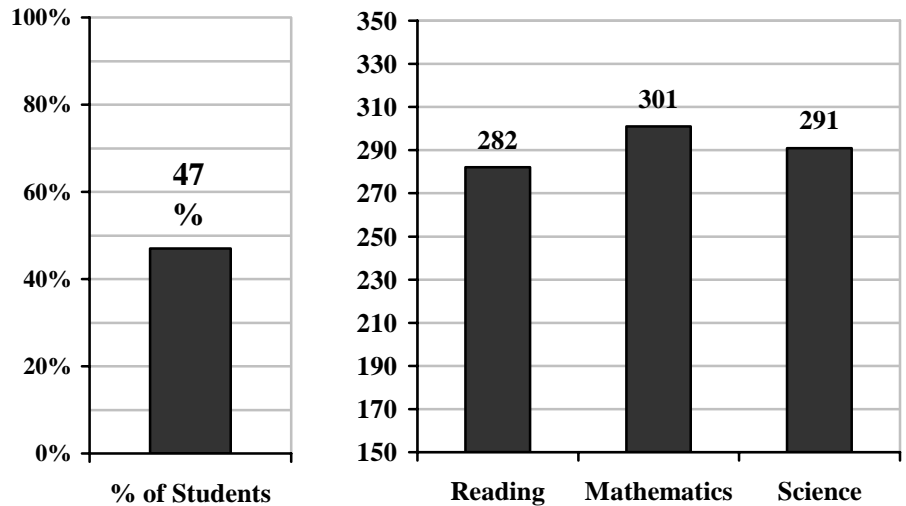
2 percent of students at this school did not respond to one or more components of the index.

# Completion of *HSTW*-Recommended Academic Curriculums

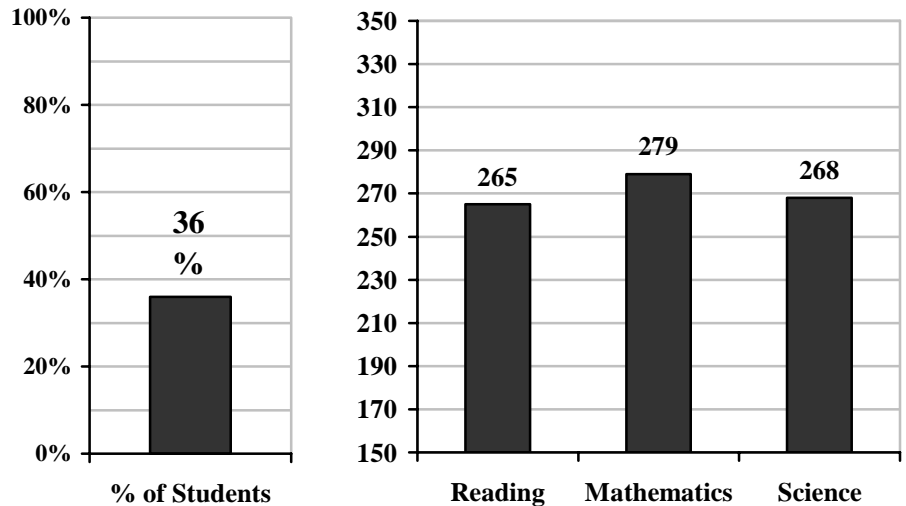
## Mean Test Scores for Students Fully Completing the Curriculum



## Mean Test Scores for Students Partially Completing the Curriculum



## Mean Test Scores for Students Not Completing the Curriculum



### Performance Goals

Reading	279
Mathematics	297
Science	299

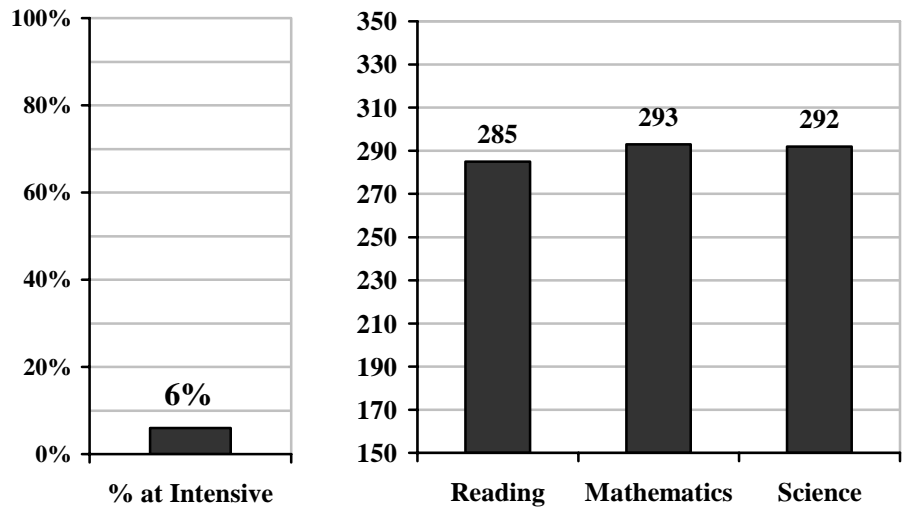
### *HSTW*-Recommended Curriculum

- English/Language Arts Curriculum:** Four or more credits in college-preparatory English/language arts courses. Credits earned in regular or career/technical English courses also counted toward the required four credits if the student reported he or she (a) wrote a major research paper, (b) read a book at least once a month and (c) completed a short writing assignment (one to three pages) at least once a month.
- Mathematics Curriculum:** Four or more credits in mathematics, including Algebra I, geometry, Algebra 2 and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.
- Science Curriculum:** Three or more credits in science, including at least two credits in college-preparatory biology, chemistry anatomy/physiology or physics/applied physics. Credits earned in regular or general physical science or biology also counted toward college-preparatory credit if the student reported he or she (a) used science equipment to do science activities in a laboratory with tables and sinks at least once a month, (b) read an assigned book or article dealing with science at least once a month, (c) completed a laboratory assignment to address a problem found in the community at least once a month and (d) prepared a written report of lab results at least once a month.

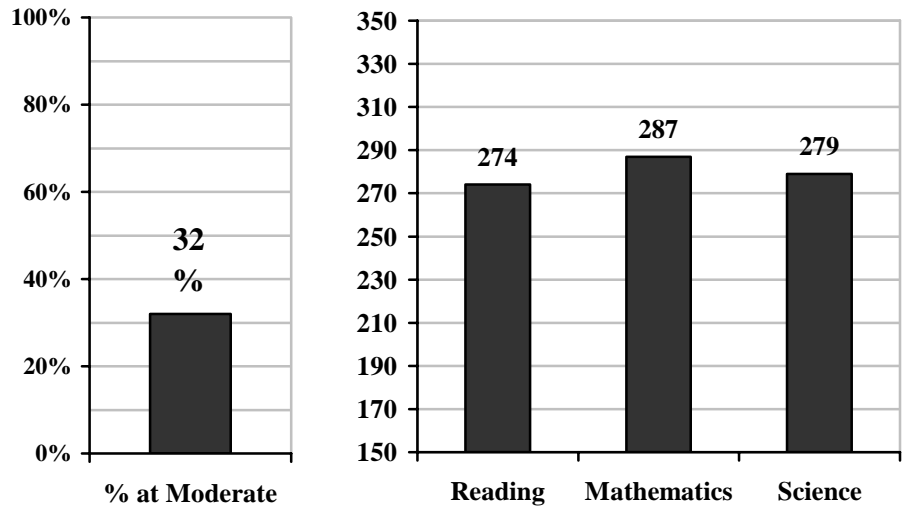
Fully Completed: Completed all 3 subjects  
 Partially Completed: Completed 1 or 2 subjects  
 Did Not Complete: Completed none of the subjects

# Emphasis on Integrating Academic Content and Skills into Career/Technical Courses

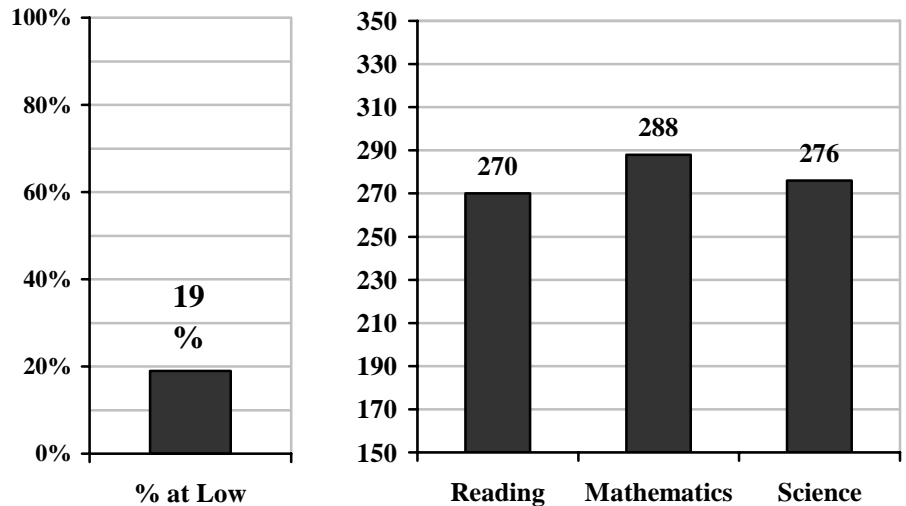
Mean Test Scores for Students with an Intensive Emphasis



Mean Test Scores for Students with a Moderate Emphasis



Mean Test Scores for Students with a Low Emphasis



## Performance Goals

Reading	279
Mathematics	297
Science	299

## Integrating Academic Skills into C/T Courses Indicators

Students reported that:

- Their career/technical teachers **often** stressed reading.
- Their career/technical teachers **often** stressed writing.
- Their career/technical teachers **often** stressed mathematics.
- They used mathematics to complete challenging assignments in their career/technical area **at least weekly**.
- They read and interpreted technical books and manuals to complete assignments in their career/technical area **at least weekly**.
- They used computer skills to do assignments in their career/technical studies **at least weekly**.

Intensive: 4 to 6 items

Moderate: 1 to 3 items

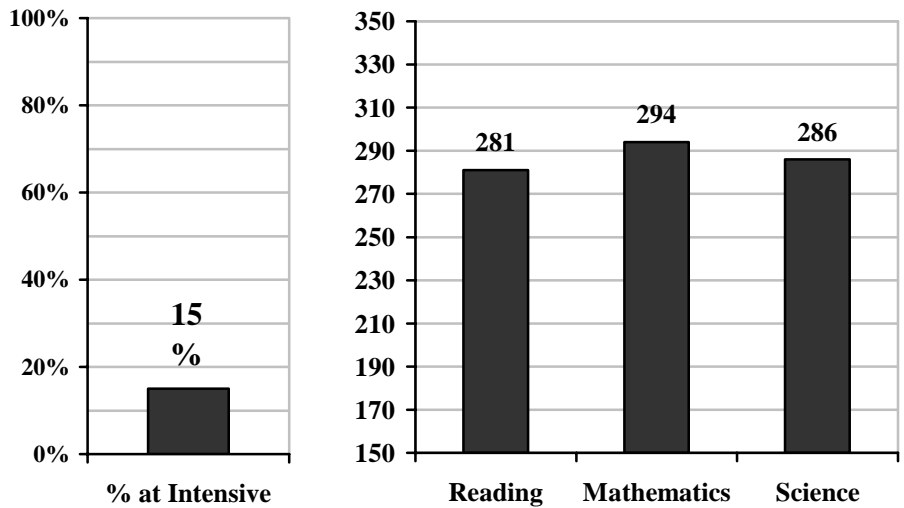
Low: 0 items

Results are based on students who reported completing a career/technical concentration.

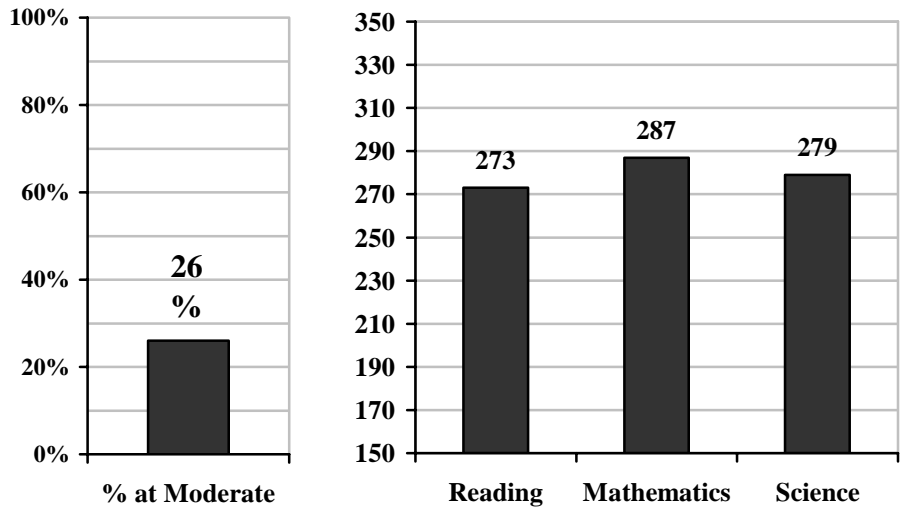
43 percent of students at this school did not respond to one or more components of the index.

# Emphasis on Quality Career/Technical Studies

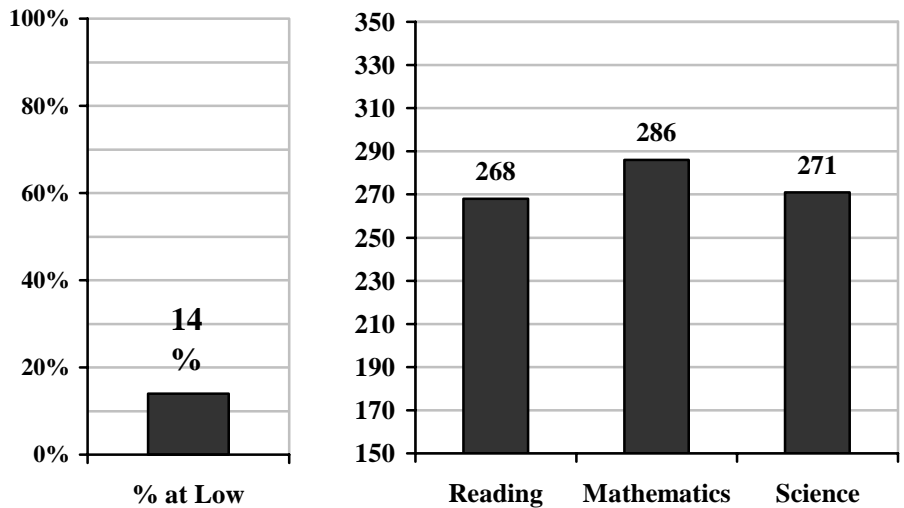
Mean Test Scores for Students with an Intensive Emphasis



Mean Test Scores for Students with a Moderate Emphasis



Mean Test Scores for Students with a Low Emphasis



## Performance Goals

Reading	279
Mathematics	297
Science	299

## Quality Career/Technical Studies Indicators

Students reported that:

- They spent **one or more hours** reading non-school related materials outside of class in a typical week.
- They used mathematics to complete challenging assignments in their career/technical area **at least weekly**.
- They had to read and interpret technical books and manuals to complete assignments in career/technical classes **at least weekly**.
- They read a career-related article and demonstrated understanding of the content **at least monthly**.
- They used computer skills to do assignments in their career/technical studies **at least monthly**.
- They had challenging assignments in career/technical classes **at least monthly**.
- They completed a project that first required some research and a written plan before completing the task.
- They had to meet certain standards on a written exam to pass a career/technical course.
- They were required to complete a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.
- They spoke with or visited someone in a career to which they aspire.
- They spent **30 minutes or more** on career/technical homework each day that is assigned by C/T teachers.

Intensive: 7 to 11 items

Moderate: 4 to 6 items

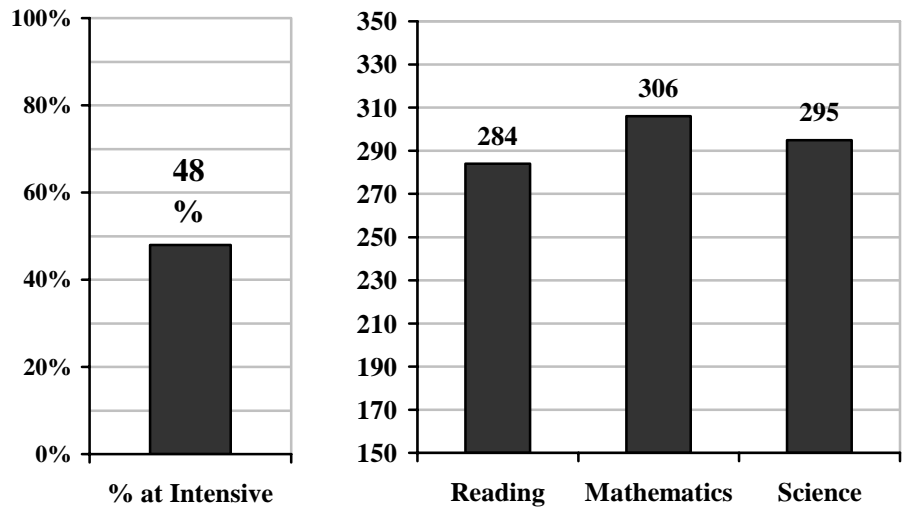
Low: 0 to 3 items

Results are based on students who reported completing a career/technical concentration.

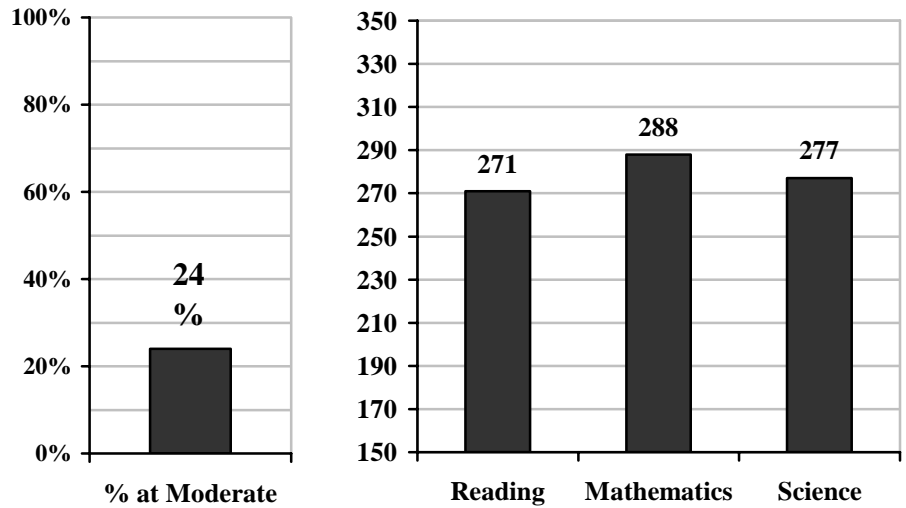
\_45\_ percent of students at this school did not respond to one or more components of the index.

# Emphasis on Providing Quality Work-based Learning Experiences

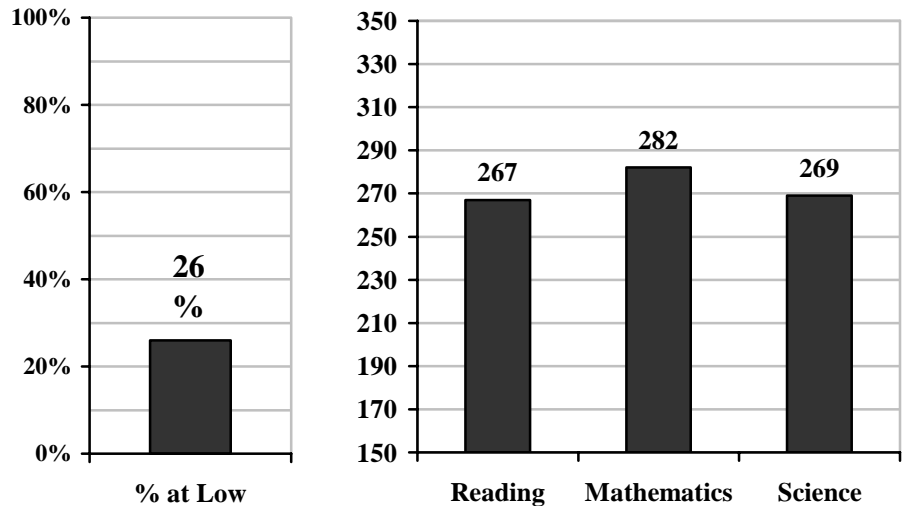
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### Quality Work-based Learning Indicators

Students reported that:

- They observed veteran workers perform certain jobs.
- They had someone teach them how to do the work.
- Their employers encouraged them to develop good work habits **at least monthly**.
- Their employers encouraged them to develop good customer relations skills **at least monthly**.

Intensive: 3 to 4 items

Moderate: 2 items

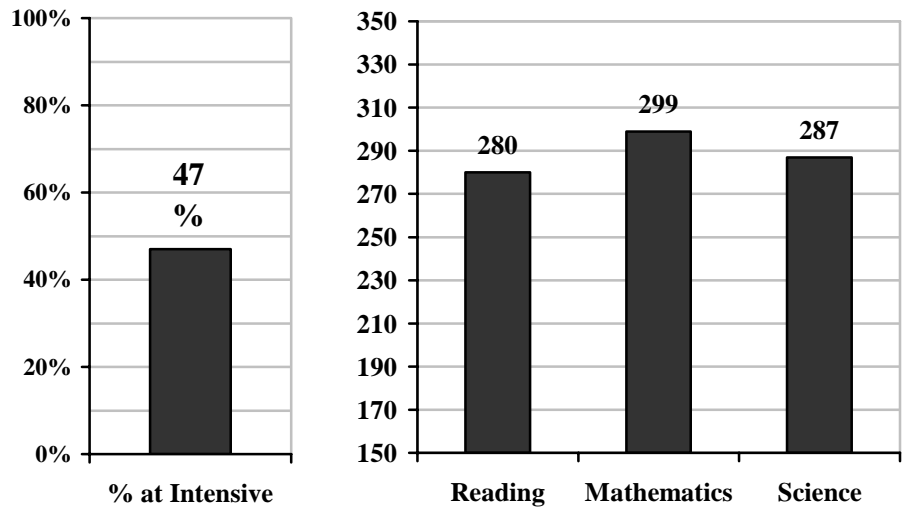
Low: 0 to 1 items

Results are based on all students who reported holding a job in the past 12 months.

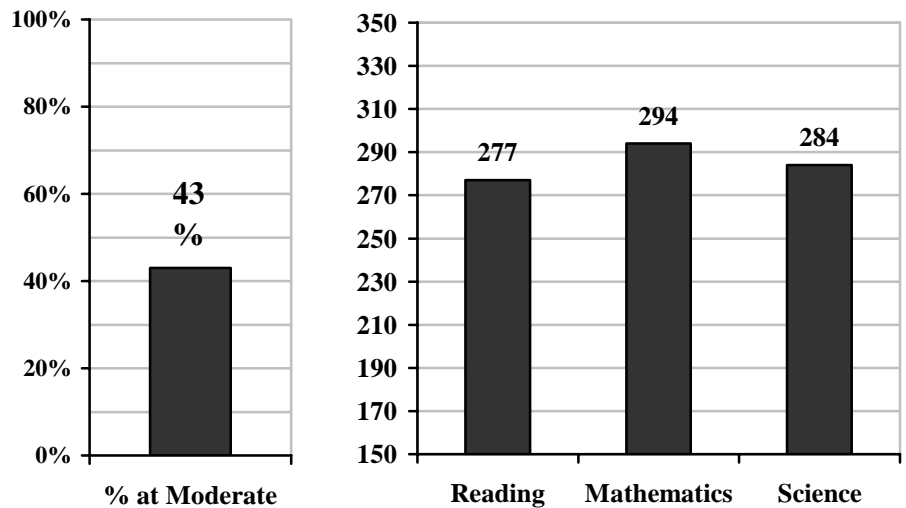
3 percent of students at this school did not respond to one or more components of the index.

# Emphasis on Providing Timely Guidance to Students

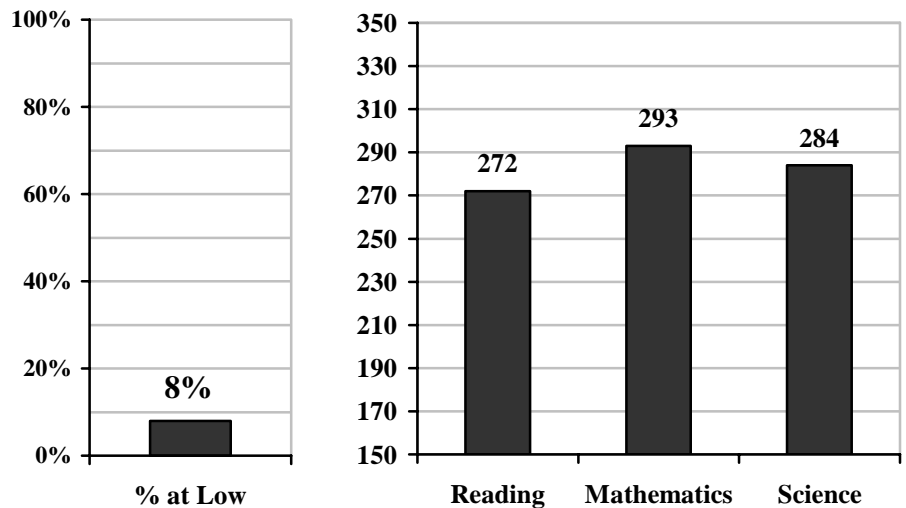
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### Timely Guidance Indicators

Students reported that:

- They met with a teacher or guidance counselor to help them review the sequence of courses they planned to take throughout high school **at least once a year**.
- They received the most help in planning a high school program of studies by the end of the ninth grade.
- Before and during high school, they have talked to their parents, step-parents or other adults they live with **at least once a year** about planning their four-year high school course plan.
- During high school, a teacher or counselor talked to them individually about their plans for a career or further education after high school.
- They spoke with or visited someone in a career they aspire to.
- Someone from a college talked to them about going to college.
- They and/or their parents received information or assistance from someone at school about selecting or applying to college.
- They had an adult mentor or adviser who worked with them all four years of high school.

Intensive: 6 to 8 items

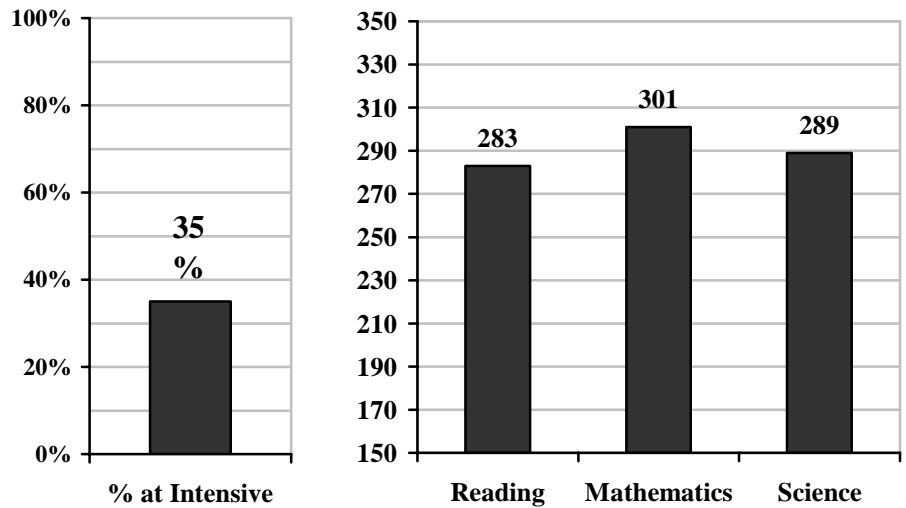
Moderate: 3 to 5 items

Low: 0 to 2 items

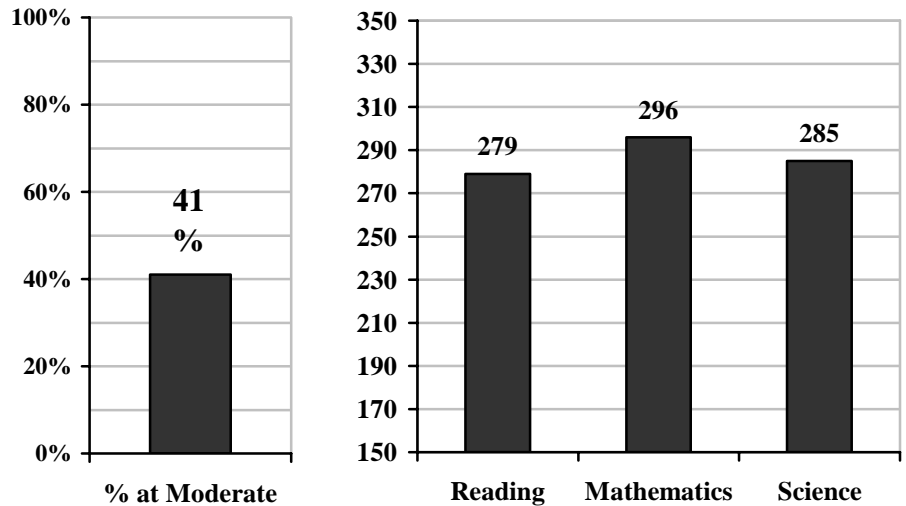
2 percent of students at this school did not respond to one or more components of the index.

# Perceived Importance of High School Studies

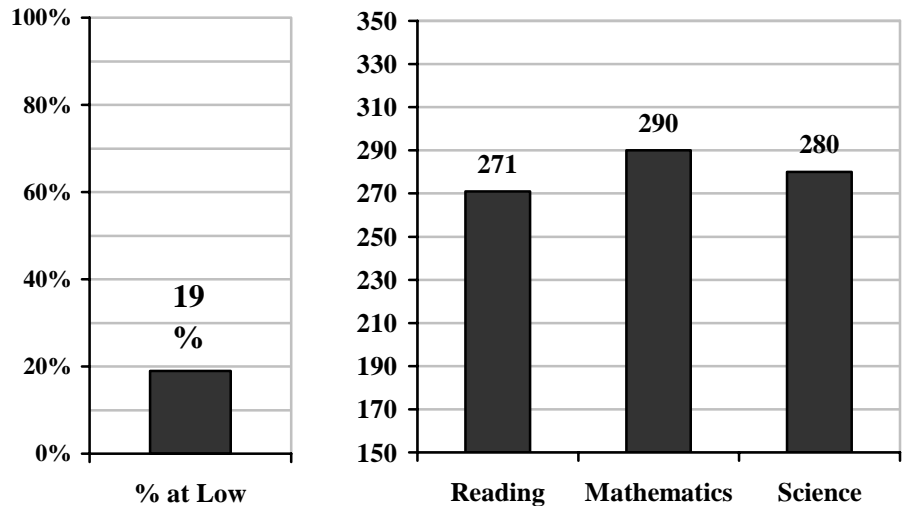
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### Perceived Importance of High School Studies Indicators

Students reported that:

- Their courses are **often or sometimes** exciting and challenging.
- They **often** try to do their best work in school.
- They **seldom or never** fail to complete or turn in their assignments.
- Most of their teachers **often** encouraged them to do well in school.
- Teachers **often** show they care about them by not letting them get by without doing the work.
- It is **very important** to study hard to get good grades.
- It is **very important** to participate actively in class.
- It is **very important** to attend all of their classes.
- It is **very important** to take a lot of college-preparatory classes.

Intensive: 7 to 9 items

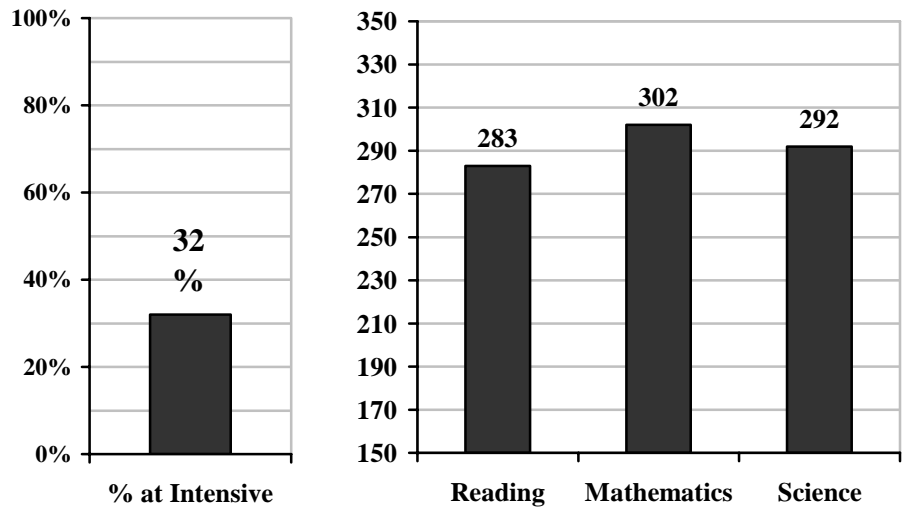
Moderate: 4 to 6 items

Low: 0 to 3 items

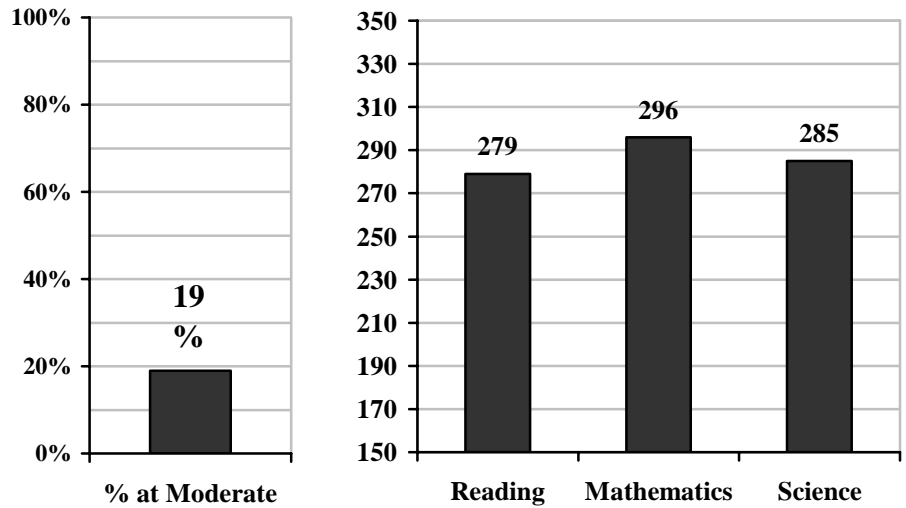
\_\_5\_\_ percent of students at this school did not respond to one or more components of the index.

# Emphasis on Providing Quality Extra Help

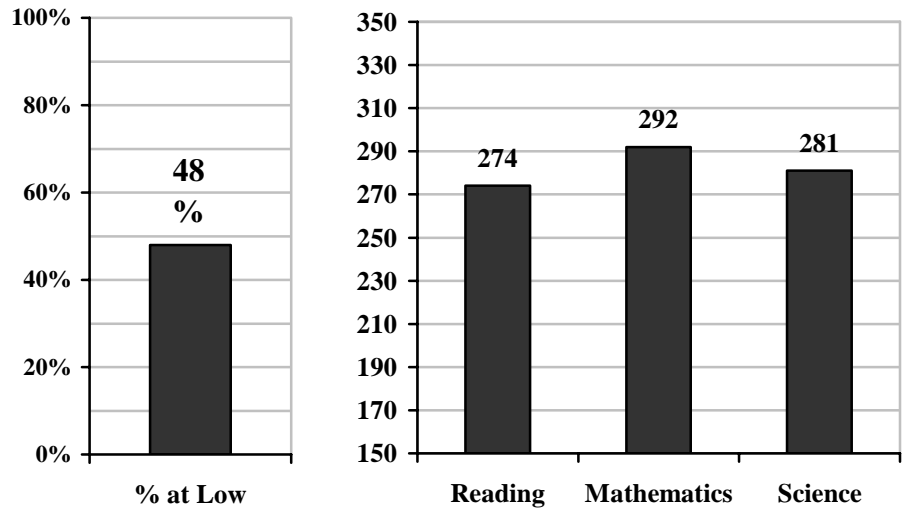
## Mean Test Scores for Students with an Intensive Emphasis



## Mean Test Scores for Students with a Moderate Emphasis



## Mean Test Scores for Students with a Low Emphasis



### Performance Goals

Reading	279
Mathematics	297
Science	299

### Quality Extra Help Indicators

Students reported that:

- They **often** are able to get extra help from their teachers when they need it without much difficulty.
- Their teachers are **frequently** available before, during or after school to help them with their studies.
- Extra help they received at school **often** helped them to understand their schoolwork better.
- Extra help they received at school **often** helped them to get better grades.

Intensive: 3 to 4 items

Moderate: 2 items

Low: 0 to 1 items

2 percent of students at this school did not respond to one or more components of the index.